



## **AGENDA**

### **STATE BOARD OF EDUCATION**

June 12, 2015

Arkansas Department of Education

Special Committee on Academic Distress - PCSSD Administration Building -  
immediately following adjournment of State Board Meeting

10:30 AM

☐ [Back](#) ☐ [Print](#)

### **Reports**

#### **Report-1 Chair's Report**

*Presenter: Vicki Saviers*

### **Consent Agenda**

#### **C-1 Minutes - May 15, 2015**

*Presenter: Deborah Coffman*

### **Action Agenda**

#### **A-1 Consideration of Progress for Oak Park Elementary School, Belair Middle School, Jack Robey Jr. High School, and Pine Bluff High School in the Pine Bluff School District**

*The Pine Bluff School District representatives will provide information regarding the progress of the schools identified in Academic Distress. The Department will also provide information regarding the progress of the schools.*

*Presenter: Elbert Harvey and Dr. Richard Wilde*

**Minutes**  
**State Board of Education Special Committee on Academic Distress Meeting**  
**Friday, May 15, 2015**

The State Board of Education Special Committee on Academic Distress met Friday, May 15, 2015, in the Pulaski County Special School District Administration Building. Chairman Vicki Saviers called the meeting to order at 11:27 a.m.

Present: Vicki Saviers, Chair; Toyce Newton; and Diane Zook

Absent: Sam Ledbetter

**Reports**

**Chair's Report**

No report.

**Consent Agenda**

Ms. Newton moved, seconded by Ms. Zook, to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - March 12, 2015

**Action Agenda**

**Consideration of Progress - Lincoln Academy of Excellence, Forrest City Junior High and Forrest City High School**

Forrest City School District Superintendent Dr. Tiffany Hardrick said many of the findings from the academic distress team were aligned with the findings from her assessment of the schools. She said the district did not have a curriculum or interim assessments. The district has adopted curriculum and interim assessment for K-12. She said the teachers have worked on response to intervention. She said the district was working on improving the climate and culture. She said leadership is an action, and the professional development has been designed to support all educators. Dr. Hardrick said the school board has been very supportive of the urgency and innovation. She said the district made some reconfigurations to better meet the needs of students.

School Improvement Program Manager Dr. Richard Wilde said the ADE team conducted an onsite visit to examine validity of the school improvement specialists' weekly reports and the capacity of the Forrest City leadership team to implement the improvement plan and achieve measurable results. He said the district is hiring appropriate staff, the school board has a sense of urgency, and the district is supporting teacher leadership. The ADE encouraged the district to monitor if the taught curriculum is aligned to the written curriculum. He said the interim assessments are showing student progress. He said stability of leadership is key to sustainability.

School Improvement Specialist Mr. Zrano Bowles said the district has made noticeable improvements.

School Improvement Specialist Ms. Janie Hickman said the district and schools have been diligent about meeting the expectations of the 45-day plans.

Public School Accountability Coordinator Mr. Elbert Harvey said the ADE is transitioning tools for districts. He said the IMO report would become the 45-day plan. He said the Indistar system would become the ACSIP tool.

Forrest City School Board President Mr. Joey Astin said the school board is supportive of Dr. Hardrick's leadership. He said his daughter is in the right school.

The committee members expressed their support for the collaboration between the school board and the district leadership.

### **Adjournment**

The meeting adjourned at 12:07 p.m.

*Minutes recorded by Deborah Coffman.*

# Dr. T.C Wallace, Jr., Superintendent

---

*Presentation To Pine Bluff School District*

*One – Year Entry*  
*May 2015 – June 2016*



# **Superintendent's Entry Plan**

# Superintendent's Entry Plan

## I: Entry Plan Goals and Expected Outcomes

| GOALS   | EXPECTED OUTCOMES   |
|---|---|
| 1. To get to know the school district and its constituency as fully as possible in a brief period of time, outside the daily context of crisis and problem solving. | <ul style="list-style-type: none"><li>• Initial introduction and conversation with all of the district's major stakeholders and groups</li><li>• Collection of names and contact information of district's collaborative partners: community organizations, government agencies, and local businesses</li></ul>         |
| 2. To examine key issues of the school district's past.   | <ul style="list-style-type: none"><li>• Make sense of district's history and important issues</li><li>• Identify a pattern of practice, which can affect how the district may function in the future</li><li>• Make note of practices and historical happenings that have served as a benefit to the district</li></ul> |
| 3. To assess the school district's educational plan and systems for student achievement.  | <ul style="list-style-type: none"><li>• List effective systems, practices, grants, and programs that result in student achievement</li><li>• List of tasks and areas of need that will improve student achievement; and rank them in order of priority</li></ul>  |
| 4. To make use of collected information to develop long-term goals and strategies for accomplishing effective education.  | <ul style="list-style-type: none"><li>• Development of three to five year strategic educational plan</li></ul>  |

## II: Relationship Building with the School Board

| OBJECTIVES  | PHASE I STRATEGIES   | PHASE II STRATEGIES   | PHASE III STRATEGIES  |
|---|--|---|---|
| 1. To examine the ground rules and procedures which have governed how the BOE has conducted business in the past  | <ul style="list-style-type: none"> <li>Facilitate strategic planning session with full BOE</li> <li>Interview each BOE member to obtain specificity of individual's input</li> </ul> | <ul style="list-style-type: none"> <li>Provide written summary of strategic planning session to full BOE</li> <li>Interview each BOE member to get individual feedback on results of strategic planning session</li> </ul>  | <ul style="list-style-type: none"> <li>Refer to findings for clarification of a historical context when necessary</li> </ul>  |
| 2. To develop with the BOE a set of ground rules and procedures which will govern how we operate in the future  | <ul style="list-style-type: none"> <li>Facilitate strategic planning session with full BOE</li> <li>Interview each BOE member to obtain specificity of individual's input</li> </ul> | <ul style="list-style-type: none"> <li>Provide written summary of strategic planning session to full BOE</li> <li>Interview each BOE member to get individual feedback on results of strategic planning session</li> </ul>  | <ul style="list-style-type: none"> <li>Implement new set of ground rules</li> </ul>   |
| 3. To determine the issues which the BOE believes we should concentrate; and develop a predictable set of tasks/goals in which the Central Office and BOE will work on in the next 3 to 5 years | <ul style="list-style-type: none"> <li>Facilitate strategic planning session with full BOE</li> <li>Interview each BOE member to obtain specificity of individual's input</li> </ul> | <ul style="list-style-type: none"> <li>Facilitate a prioritizing session with the BOE of the tasks to be accomplished annually, and over the next 3 to 5 years</li> <li>Develop a work plan to accomplish tasks; including description of tasks, time frame, and individual(s) responsible for completion</li> <li>Regularly schedule meetings with individual BOE members</li> </ul> | <ul style="list-style-type: none"> <li>Implement strategies to accomplish completion tasks</li> <li>Regularly report out to BOE on progress of tasks completion</li> <li>Regularly meet with BOE committees to assist in accomplishing tasks</li> <li>Regularly meet with individual BOE members for guidance and feedback on implementation strategies</li> <li>Provide <i>End of the Year Review</i> report to the BOE</li> </ul> |

### III: Central Office Consensus

| OBJECTIVES  | PHASE I STRATEGIES  | PHASE II STRATEGIES  | PHASE III STRATEGIES   |
|---|---|--|--|
| 1. To determine the norms, procedures, and processes which govern how each of the tasks of the Central Office is accomplished | <p>Briefing sessions for the Superintendent conducted with the following Central Office groups:</p> <ul style="list-style-type: none"><li>• District Administration (<i>business and finance, human resource, curriculum and instruction, technology, special education, student assessment</i>)</li><li>• Support Staff (<i>secretaries, clerks, accountants</i>)</li><li>• Transportation and Buildings and Grounds (<i>responsible leadership</i>)</li><li>• Document information shared in the briefing session</li></ul> | <ul style="list-style-type: none"><li>• Report out to BOE of findings, feedback, and recommendations</li></ul> | <ul style="list-style-type: none"><li>• Refer to findings for clarification of a historical context when necessary</li></ul> |

| OBJECTIVES  | PHASE I STRATEGIES   | PHASE II STRATEGIES   | PHASE III STRATEGIES   |
|---|--|---|--|
| 2. To develop work plans for the predictable tasks which Central Office staff will undertake within the next year | <ul style="list-style-type: none"> <li>Facilitate series of strategic planning session with Central Office staff (conduct them based on grouping if necessary)</li> <li>Interview individual Central Office staff to obtain clarity of information and to assess practicality of recommended strategies</li> </ul> | <ul style="list-style-type: none"> <li>Develop a work plan to accomplish tasks; including description of tasks, time frame, and individual(s) responsible for completion</li> </ul>   | <ul style="list-style-type: none"> <li>Share work plan with BOE</li> <li>Implement plan and schedule regular meetings with Central office staff, and individual meetings with relevant staff to determine progress of plan completion</li> </ul> |
| 3. To clarify the role responsibilities of each member of the Central Office                                      | <ul style="list-style-type: none"> <li>Conduct individual interviews with each Central Office staff member to obtain firsthand information of role responsibilities</li> <li>Briefing session with leadership responsible for human resources</li> </ul>   | <ul style="list-style-type: none"> <li>Work with relevant Central Office leadership to revise, if necessary, role responsibilities</li> </ul>   | <ul style="list-style-type: none"> <li>Review annually Central Office role responsibilities</li> </ul>   |
| 4. To consider the reorganization of Central Office functions   | <ul style="list-style-type: none"> <li>Review district's organizational chart</li> </ul>   | <ul style="list-style-type: none"> <li>Use information from various district strategic planning sessions to assess and determine need for reorganization of Central Office</li> </ul> | <ul style="list-style-type: none"> <li>Present understanding and/or recommendations to BOE</li> </ul>  |

#### IV: Assessing the Administrative Team

| OBJECTIVES  | PHASE I STRATEGIES  | PHASE II STRATEGIES   | PHASE III STRATEGIES   |
|---|---|---|--|
| 1. To clarify the role responsibilities of building administration and how they coordinate with Central Office administration | <ul style="list-style-type: none"> <li>• Conduct briefing session with building level administration</li> <li>• Conduct individual interviews with building administration to obtain clarity of role responsibilities</li> </ul>  | <ul style="list-style-type: none"> <li>• Discuss findings with relevant district level leadership, including director of human resources</li> <li>• Revise role responsibilities if necessary</li> <li>• Require from relevant Central Office staff a calendar of regularly scheduled meetings with building level administration</li> <li>• Develop calendar of regularly scheduled meetings with relevant Central Office staff and building administration</li> </ul> | <ul style="list-style-type: none"> <li>• Document process through meeting minutes and bi-weekly reports</li> </ul>   |
| 2. To develop work plans for the predictable tasks which building level administration will undertake within the next year    | <ul style="list-style-type: none"> <li>• Facilitate series of strategic planning session with building level administration and relevant Central Office staff</li> <li>• Interview building administration to obtain clarity of information and to assess practicality of recommended strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Develop a work plan to accomplish tasks; including description of tasks, time frame, and individual(s) responsible for completion</li> </ul>   | <ul style="list-style-type: none"> <li>• Share work plan with BOE</li> <li>• Implement plan and schedule regular meetings with building administration to determine progress of plan completion</li> </ul> |

## V: Teaming with Teachers for Teaching and Learning

| OBJECTIVES   | PHASE I STRATEGIES   | PHASE II STRATEGIES   | PHASE III STRATEGIES   |
|--|--|---|--|
| 1. To get to know teachers and instructional support staff as fully as possible in a brief period of time. | <ul style="list-style-type: none"> <li>• Conduct interviews with members of the Teacher Association's leadership (union)</li> <li>• Conduct a series of dinner meetings to meet instructional staff in groups relevant to grade areas (Pre-K to G3, G4-6, G7-8, G9-12)</li> </ul>  | <ul style="list-style-type: none"> <li>• Conduct quarterly "district town hall meetings" with instructional staff to share information, give commendations, and answer questions</li> </ul>   |  |
| 2. To assess the school district's educational plan and systems for student achievement.                   | <ul style="list-style-type: none"> <li>• Interview teachers (grade level representatives) to assess knowledge of district's educational plan, and strategies for raising student achievement</li> <li>• Conduct a series of teacher focus groups to determine and assess instructional practices, prominent teaching methodologies, curricula, and evidence of literacy based instruction throughout core content areas</li> </ul> | <ul style="list-style-type: none"> <li>• Document findings of teacher focus groups in Executive Summary Report; and share with all relevant stakeholders (Teachers Association, BOE, district and building administration)</li> </ul> | <ul style="list-style-type: none"> <li>• Use findings, feedback, and recommendations to develop district wide education plan with the core goal of improving/enriching student achievement (CDEP)</li> </ul> |

## VI: Partnering with Parents and Community (Parent and Community Involvement)

| OBJECTIVES  | PHASE I STRATEGIES  | PHASE II STRATEGIES   | PHASE III STRATEGIES  |
|---|---|---|---|
| 1. To determine the norms, procedures, activities, and programs for parent involvement in the past                      | <ul style="list-style-type: none"> <li>• Conduct a series of parent focus groups to gain knowledge of past practices</li> <li>• Interview leadership of parent organizations</li> <li>• Conduct a series of home visits to develop knowledge base of district's families</li> </ul> | <ul style="list-style-type: none"> <li>• Document findings (and any recommendations) in Summary Report; share report with BOE</li> </ul>  | <ul style="list-style-type: none"> <li>• Refer to findings for clarification of a historical context when necessary</li> <li>• Use recommendations as part of an annual Parent and Community Involvement work plan</li> </ul> |
| 2. To determine the norms, procedures, activities, and programs for community involvement in the past                   | <ul style="list-style-type: none"> <li>• Conduct a series of community focus groups to gain knowledge of past practices</li> <li>• Interview leadership of selected community organizations, businesses, and government (seek BOE's guidance)</li> </ul>                            | <ul style="list-style-type: none"> <li>• Document findings (and any recommendations) in Summary Report; share report with BOE</li> </ul>  | <ul style="list-style-type: none"> <li>• Refer to findings for clarification of a historical context when necessary</li> <li>• Use recommendations as part of an annual Parent and Community Involvement work plan</li> </ul> |
| 3. To create an annual Parent and Community involvement work plan that supports improving/enriching student achievement | <ul style="list-style-type: none"> <li>• Conduct a series of focus groups to gain knowledge of pressing issues, and recommendations for improvement</li> <li>• Survey constituency for feedback on strategies</li> </ul>  | <ul style="list-style-type: none"> <li>• Use collected data to create an annual Parent and Community Involvement work plan; including goals, tasks, time frame, and persons responsible for tasks completion</li> </ul> | <ul style="list-style-type: none"> <li>• Share work plan with BOE</li> <li>• Implement plan and schedule regular meetings with leadership of parent organizations; and relevant community representatives</li> </ul>          |

## VII: Development of Three to Five Year Comprehensive District Educational Plan (CDEP)

| OBJECTIVES   | PHASE I STRATEGIES   | PHASE II STRATEGIES  | PHASE III STRATEGIES  |
|--|--|--|---|
| 1. To make use of collected information to develop long-term goals and strategies for accomplishing effective education. | <ul style="list-style-type: none"> <li>Using information and data documented and collected from strategies implemented in components 1-6, work with relevant Central Office administrative staff to formulate information into a Comprehensive District Educational Plan (CDEP) <i>[The core goal of CDEP should be raising or enriching student achievement]</i></li> </ul> | <ul style="list-style-type: none"> <li>Publish and share CDEP with all stakeholders (BOE, administration, teachers and instructional support, parents, students, community representatives, others)</li> </ul> | <ul style="list-style-type: none"> <li>Implement CDEP</li> <li>Annually review and assess accomplishment of tasks and strategies</li> </ul> |

## **Pine Bluff School District Next Steps for Academic Distress Recommendations**

- Continued training with UVA on leadership, data, teacher feedback how to measure the effectiveness of each program or strategy
- Training on Master Schedules and scheduling to meet the needs of all students
- Principal Institute the third Thursday of each month using the 21 Irrefutable laws of leadership, Servant leadership and Leverage leadership
- Assistant Principal Institute the fourth Thursday of each month using the 21 Irrefutable laws of leadership, Servant leadership and Leverage leadership
- Teacher Institute ran thru Professional Learning Communities using Teach like a Champion
- Set schedule times during the school day for enrichment and interventions
- District wide and school wide celebrations for improvement on academic data, attendance data and discipline data ( each nine weeks or sooner based on schools needs)
- Goals, measuring and monitoring tools will be created to measure the effectiveness of each strategy and program (based on school needs)



- A. Board  
B. Certified  
C. Classified ~ 1<sup>st</sup> Reading Policy/ Ark. Code Ann. § 6-17-2303

**2<sup>nd</sup> Reading**

- A. Board
- B. Certified
- C. Classified

- 6. Executive Session – (if needed)
- 7. Personnel Action
  - A. New Employees
  - B. Retired
  - C. Resignations
  - D. District Attorney Services
  - E. Salary Resolution 5%
- 8. August Financial Report
- 9. CPPC ~Classified Personnel Policies Committee



**PINE BLUFF SCHOOL DISTRICT  
BOARD OF EDUCATION MEETING  
December 16, 2014  
6:00 P. M.**

---

**AGENDA**

1. Call to Order
2. Approval of Agenda
3. Approval of August Board Minutes
4. Old Business
5. Board Observation
6. Superintendent's Report
  - Announcements**
    - a. Administration building repair estimates (Action Item)
    - b. Academic Distress
    - c. Salary Review Study
7. Policies:
  - 1<sup>st</sup> Reading/ Board Policies**
    - A. Board
    - B. Certified
    - C. Classified
  - 2<sup>nd</sup> Reading**
    - A. Board ~ PD policy - revision, Library Media Specialist – revision
    - B. Certified
    - C. Classified
8. Executive Session – (if needed)
9. Personnel Action
  - A. New Employees
  - B. Retired
  - C. Resignations
  - D. Salary Resolution 5%
10. November Financial Report
11. CPPC ~Classified Personnel Policies Committee
12. PPC ~Personnel Policies Committee
13. PBEA~ Pine Bluff Education Association
14. Miscellaneous
  - ❖ School Related Issues
  - ❖ Hearing (s)
18. Adjournments



# Oak Park Data Drivers

| Literacy | Common Ass. | Module 4 |  |  |
|----------|-------------|----------|--|--|
| 3        | 32%         | 63%      |  |  |
| 4        | 35%         | 53%      |  |  |
| 5        | 38%         | 51%      |  |  |
|          |             |          |  |  |
|          |             |          |  |  |

# OAK Park Data Drivers

| Math    | Common A. | Module 4 |  |  |
|---------|-----------|----------|--|--|
| Grade 3 | 32%       | 62%      |  |  |
|         |           |          |  |  |
| Grade 4 | 31%       | 29%      |  |  |
|         |           |          |  |  |
| Grade 5 | 38%       | 53%      |  |  |
|         |           |          |  |  |

# Belair Data Drivers

| Literacy | Module 1 | Module 4 |  |  |
|----------|----------|----------|--|--|
| Grade 6  | 39.1%    | 66.9%    |  |  |
|          |          |          |  |  |
| Grade 7  | 35.8%    | 54.6%    |  |  |
|          |          |          |  |  |
|          |          |          |  |  |



# Belair Data Drivers

| Math    | Module 1 | Module 4 |  |  |
|---------|----------|----------|--|--|
| Grade 6 | 43.6%    | 71.8%    |  |  |
|         |          |          |  |  |
| Grade 7 | 27.9     | 41.8%    |  |  |
|         |          |          |  |  |
|         |          |          |  |  |



# Pine Bluff High School Data Drivers

| Literacy | Common A. | Module 4 |  |
|----------|-----------|----------|--|
|          |           |          |  |
| Grade 10 | 33%       | 45.5%    |  |
|          |           |          |  |
| Grade 11 | 39%       | 29.6     |  |
|          |           |          |  |



# Pine Bluff High School Data Drivers

| Math      | Common A. | Module 4 |  |
|-----------|-----------|----------|--|
|           |           |          |  |
| Algebra 2 | 23.4%     | 55%      |  |
|           |           |          |  |
| Geometry  | 25%       | 32%      |  |
|           |           |          |  |



## **Pine Bluff School District Academic Distress**

### **Oak Park Elementary**

#### **Recommendation: 1**

**The Grade-Level Team should collaboratively develop pre- and post- unit assessments within instructional units. These units should include strategies that differentiate instruction so that all students' educational needs are met.**

#### **School District Support**

- Assisted with providing pre and post- test from TLI (quiz builder, performance coach and released items)
- Provided training on Master Scheduling to allowed common planning time and teaming
- Provided PD on Differentiate instruction in fall of 2014
- Weekly Professional Learning Community Meetings lead by Principals and Instructional coaches horizontally and monthly vertical
- Weekly monitoring on the effectiveness of instructional Strategies thru Classroom Walk Thru and Focus Walks
- PD for instructional coaches were done monthly on assessments, coaching instructional strategies, data, lesson planning, teacher feedback and best practices

#### **Recommendation: 2**

**School Leadership should include time in the master schedule for grade-level teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.**

#### **School District Support**

- Master Schedule allowed common planning time for math and literacy to disaggregate data in Professional Learning Communities. This took place weekly horizontally and vertically monthly
- Provided PD on Differentiate instruction Fall of 2014
- District School Improvement Officer trained teachers grades 3-5 on stations to provide instruction based on students' needs from the data
- Weekly monitoring of instructional Strategies thru Classroom Walk Thru' and Focus Walks with Principals, Instructional Coaches and District School Improvement Officer
- Provided Data Dives with the District School Improvement Officer every 4-6 weeks based on TLI data to create teacher plans to drive instruction
- Create weekly short cycle assessments
- District School Improvement Officer and Instructional coaches support teachers in creating intervention, enrichment, afterschool tutoring

#### **Recommendation: 3**

**Recommendation: 3**

**The principal and instructional facilitators should collaboratively plan School Leadership Team (SLT) meeting agendas, and then provide copies to all SLT team members prior to each meeting so that team members may prepare to address agenda items. Likewise, minutes should be distributed school-wide to keep all stakeholders informed.**

**School District Support**

- **Weekly support from District School Improvement Officer**
- **PD on effective leadership teams provided by UVA**
- **Provide feedback and support from District School Improvement Officer and UVA**
- **District School Improvement Officer provided guidance and support to ensure consistent development of minutes and distribution campus wide.**

**Recommendation: 4**

**The School Leadership Team should establish norms to protect and use SLT meeting time to efficiently and effectively address agenda items, including regular monitoring of progress toward reaching school improvement goals.**

**School District Support**

- **Master Schedule allows for meeting time to convene weekly**
- **District School Improvement Officer attends meetings monthly and provides feedback and support as needed for entire school**
- **District School Improvement Officer provides weekly Bulletins(look 4's) to guide the instruction, culture, leadership and operations**

**Recommendation: 5**

**School Leadership should facilitate the development of school-wide behavioral expectations for consistent implementation in all classrooms. All teachers should display classroom rules that include positive, as well as, negative consequences students will earn, based on their behavioral choices.**

**School District Support**

- **This recommendation will be completed in August 2015. We have begun the work by creating school wide expectations with rewards and consequences.**
- **We will continue to provide PD on Positive School Culture by UVA August 2015**
- **Each school will receive security and staff needed to ensure the staff and student safety.**

**Recommendation: 6**

**School Leadership should closely monitor implementation levels of the school's discipline policy to ensure consistency.**

**School District Support**

- **Fulltime attendance and discipline clerk at each school.**
- **District wide handbook and discipline plan**



## Oak Park Test Action Plan

### 1. Training on unpacking standards.

Training for Social Studies/ Science teachers on literacy standards in content (common core)

### 2. Create 8 week standards calendar with:

- \* Standards being tested
- \* Remediation/Enrichment
- \* Short Cycle Assessment

### 3. Monthly Kagan Structures from January to May

### 4. Create 110% Club:

1. In school on time everyday
2. In school Uniform
3. Respect self, others and all adults
4. Complete classwork
5. Participate in class

### 5. Complete weekly focus walks

- \* Student engagement
- \* Rigor
- \* Teacher modeling
- \* Check for understanding

### 6. Check attendance/discipline reports weekly (by Thursday to be reviewed by leadership

team bi-weekly).

### 7. Create intervention plan

1. Coaches are tutoring Monday-Friday based on data
  2. Para-pros are tutoring daily based on data
  3. The work will be assessed weekly.
- After School Tutoring



**PURPOSE:** *The 90 Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's turnaround initiative.*

**VISION FOR THE TURNAROUND INITIATIVE: ARTICULATE IN A FEW SENTENCES WHAT YOU HOPE TO ACHIEVE DURING THE COMING YEARS**

With the Turnaround Model of UVA, we will change the culture of our school and use data to move our students forward to achieve measurable success as assessed on the state mandated test.

**LIST SCHOOL-WIDE GOALS IN THE FOLLOWING AREAS**

**LIST SPECIFIC SCHOOL-YEAR GOALS** (i.e. 8<sup>TH</sup> Grade Algebra, 2<sup>ND</sup> Grade L Arts, % Math Advanced, # AP Exam 4s, Graduation rate, etc.)

| MATH<br>BASELINE<br>PROFICIENCY<br>Y<br>2013-14 | MATH<br>PROFICIENCY<br>Y GOAL<br>2014-15 | LANG. ARTS<br>BASELINE<br>PROFICIENCY<br>Y<br>2013-14 | LANG. ARTS<br>PROFICIENCY<br>Y GOAL<br>2014-15 | SCIENCE<br>BASELINE<br>PROFICIENCY<br>Y<br>2013-14 | SCIENCE<br>PROFICIENCY<br>Y GOAL<br>2014-15 | GOAL    |         | BASELINE |         | GOAL    |         |
|---|--|---|--|--|---|---------|---------|----------|---------|---------|---------|
|   |  |   |  |  |   | 2013-14 | 2014-15 | 2013-14  | 2013-14 | 2014-15 | 2014-15 |
| 60.34   | 70.00                                    | 68.37   | 78.00  | 50.00  | 60.00                                       | n/a     | n/a     | n/a      | n/a     | n/a     | n/a     |

**CORE PLAN:** TO MOVE TOWARD THE ABOVE GOALS, THESE ARE THE TOP PRIORITIES THAT WILL BE ADDRESSED DURING THE NEXT 90 DAYS

| SCHOOL<br>PERFORMANCE<br>CHALLENGES<br>(Priorities)   | YEAR -END<br>PERFORMANCE<br>GOAL<br>(Desired<br>Outcome)   | ROOT CAUSES<br>OF<br>PERFORMANCE<br>CHALLENGE  | ACTIONS TO ADDRESS ROOT<br>CAUSE(S)   | TIMELINE<br>FOR<br>ACTIONS  | RESPONSIBLE<br>PERSON   | EVIDENCE OF<br>PROGRESS<br>(Towards Year-End Goal)  |
|---|--|--|---|---|---|---|
| In each row, capture the critical challenge your school faces ( <i>what problem are you trying to solve?</i> ). | For each performance challenge, list your hypothesis of one or more root causes or list analyses that needs to be complete to determine root cause ( <i>why does this challenge exist?</i> ) | For each performance challenge, list your hypothesis of one or more root causes or list analyses that needs to be complete to determine root cause ( <i>why does this challenge exist?</i> ) | List one or more specific actions you will take to address the root causes and pursue the goal ( <i>how</i> ) | For each action, provide a timeline for completing the responsible action ( <i>when</i> ) | For each action, list the person ensuring the action is complete ( <i>who</i> ) | Define what measurable evidence would indicate needed progress toward long-term goal by November ( <i>leading indicator</i> ) |

UVA Recommends 3-4 Performance Challenges – with a few primary actions with each priority; however, please adjust as needed based on your context. Initial actions/plan to be adjusted throughout the semester; implementing with deeper fidelity, testing unsuccessful tactics and introducing new actions as believed.

UVA Recommends 3-4 Performance Challenges – with a few primary actions with each priority; however, please adjust as needed based on your context.  
Initial actions/plan to be adjusted throughout the semester: implementing with deeper fidelity, halting unsuccessful tactics and introducing new actions as helpful

| SCHOOL PERFORMANCE CHALLENGES (Priorities) | YEAR –END PERFORMANCE GOAL (Desired Outcome) | ROOT CAUSES OF PERFORMANCE CHALLENGE | ACTIONS TO ADDRESS ROOT CAUSE(S) | TIMELINE FOR ACTIONS | RESPONSIBLE PERSON | EVIDENCE OF PROGRESS (Towards Year-End Goal) |
|--|--|--------------------------------------|----------------------------------|----------------------|--------------------|--|
|--|--|--------------------------------------|----------------------------------|----------------------|--------------------|--|

|  |  |  |  |                          |  |   |
|--|--|--|--|--------------------------|--|---|
| Classroom disruptions will decrease so that instructions time will increase. | Decrease office referrals by 10% from 50 a month to 30 a month by November 2014. | Expectations were not communicated or practiced by staff and students are inconsistent | For the next 60 days, once a week, create a school wide action plan, to foster positive school culture . | August 18-October18 2014 | L. Anderson<br>B. Sneed<br>Classroom teachers<br>Support staff | Decrease in classroom infraction.<br>Increase in classroom instructions.<br>Improvement in student achievement with TLI and common assessments. |
|--|--|--|--|--------------------------|--|---|

Daily for the next 30 days the teachers will review expectations for the first 10 minutes of each bell

Provide weekly incentives to the classroom with least amount of referrals.

|   |  |  |   |                                  |   |  |
|---|--|--|---|----------------------------------|---|--|
| In effective use of time to collaborate on data and best practices. | Schedule didn't allow for horizontal meetings to occur weekly. | Inconsistency Scheduling Unclear on expectation No monitoring tool | Meetings will be weekly for 60 minutes. | Monday – Thursday from 8:20-9:20 | L. Savage<br>Literacy<br>H. McLemore<br>Math<br>L.Anderson<br>B. Sneed AP | Minutes effective use of data and instructional strategies |
|---|--|--|---|----------------------------------|---|--|

|  |   |  |  |
|--|---|--|--|
| Actual schedule was created to provide horizontal, meeting time.               |   |  |  |
| No differentiated instruction based on data                                    | Sign-In sheet, agenda and minutes will be provided 24 hours after each meeting.         | Weekly 8:2-0-PLCS  | L. Savage  |
|  | Provide Professional Development in PLC's on differentiated instruction using the data. | Monthly starting in September co teaching instructional strategies | H. McLemore  |
|  | Teachers required to teach too many core classes.-                                      |  | L. Anderson  |
|  | Ineffective use of instructional strategies.  |  | <b>B. Sneed</b>  |
| Students will increase by 10% per module each four and one half weeks.         |   |  | Increase of instructional strategies utilized by teachers for students.<br>Increase on student data by looking at TLI results. |
| Teachers will be departmentalized to teach core classes based on data.         |   |  |  |
| Coaches, (Math and Literacy) will model and co-teach instructional strategies. |   |  |  |

QUICK WIN PLAN

*In a few sentences, describe how your organization will achieve early and noticeable wins that build momentum by creating virtuous cycles that foster credibility (for the leader and the turnaround story) while disempowering naysayers. Early wins can include initial communication efforts, should be achieved within the first 30 school days and could be the initial steps towards addressing the top 3-4 school priorities listed above.*

Gave a Turnaround speech at first staff meeting. Provided tokens of appreciation to all staff members.

*List up to 4 specific actions or deliverables necessary to make the quick win plan happen.*

|  |                               |                               |   |
|--|-------------------------------|-------------------------------|---|
| 1  | 2                             | 3                             | 4 |
| Put in new flooring in 4 <sup>th</sup> and 5 <sup>th</sup> | Provided token gifts to staff | Met with the entire staff and |   |

|                                   |  |  |   |
|-----------------------------------|--|--|---|
| Scheduled Meetings grade building | Put in new flooring in 4 <sup>th</sup> and 5 <sup>th</sup> | Provided token gifts to staff members. | Met with the entire staff and student body before school and the first week of school |
|-----------------------------------|--|--|---|

**Signatures:** Your signature indicates that the plan provides focus and urgency to move the turnaround initiative forward – and both district leaders and a school leadership team support the direction of the plan. Your signature also indicates a commitment to ambitiously pursuing these goals, addressing priority areas and monitoring progress, recognizing the plan and specific actions may need adjustment based on organizational learning and new data.

|                   |       |       |      |
|-------------------|-------|-------|------|
| Principal         | _____ | _____ | Date |
| District Shepherd | _____ | _____ | Date |

## **Pine Bluff School District Academic Distress**

### **Belair Middle School**

#### **Recommendation 1:**

District and school leadership, with guidance from the internal school improvement specialist assigned to the school, should plan and provide ongoing, job-embedded professional development to support teachers' effective implementation of research-based instructional strategies to meet the individual learning needs of all students

#### **School District Support**

Based on CWT and Focus walk Data the following job embedded PD was provided

- Unpacking standards
- Delivery of Instruction Teach like a Champion
- Literacy Framework within a 45 minute classroom
- Teaching Literacy skills within the Science and Social Studies content
- Hands on activities for mathematics
- Writing effective lesson plans and teacher plans
- Kagan Cooperative learning
- Content based PD(trained based on what standards are being taught)

#### **Recommendation 3:**

Grade-level teams should collaboratively develop pre- and post-unit assessments within instructional units. These units should include strategies that differentiate instruction so all student's educational needs are met.

#### **School District Support**

- Assisted with providing pre and post- test from TLI (quiz builder, performance coach and released items)
- Provided training on Master Scheduling to allowed common planning time and teaming
- Provided PD on Differentiate instruction in fall of 2014
- PD for instructional coaches were done monthly on assessments, coaching instructional strategies, data, lesson planning, teacher feedback and best practices
- Weekly Professional Learning Community Meetings lead by Principals and Instructional coaches horizontally and monthly vertical
- Weekly monitoring on the effectiveness of instructional Strategies thru Classroom Walk Thru and Focus Walks

#### **Recommendation 4:**

**School leadership should include time in the master schedule for grade-level teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.**

#### **School District Support**

- Master Schedule allowed common planning time for math and literacy to

**School District Support**

- Master Schedule allowed common planning time for math and literacy to disaggregate data in Professional Learning Communities. This took place weekly horizontally and vertically monthly
- Provided PD on Differentiate instruction Fall of 2014
- District School Improvement Officer trained teachers grades 3-5 on stations to provide instruction based on students' needs from the data
- Weekly monitoring of instructional Strategies thru Classroom Walk Thru' and Focus Walks with Principals, Instructional Coaches and District School Improvement Officer
- Provided Data Dives with the District School Improvement Officer every 4-6 weeks based on TLI data to create teacher plans to drive instruction
- Create weekly short cycle assessments
- District School Improvement Officer and Instructional coaches support teachers in creating intervention, enrichment, afterschool tutoring and Saturday tutoring

## Belair Action Plan

1. Training on unpacking standards.  
Training for Social Studies/Science teachers on literacy skills in content (common core)
  2. Create 8 week standards calendar with:
    - \* Standards being tested
    - \* Remediation/Enrichment
    - \* Short Cycle Assessment
  3. Monthly Kagan Structures from January to May
  4. Create 110% Club:
    1. In school on time everyday
    2. In school Uniform
    3. Respect self, others and all adults
    4. Complete classwork
    5. Participate in class
  5. Complete weekly focus walks
    - \* Student engagement
    - \* Rigor
    - \* Teacher modeling
    - \* Check for understanding
  6. Check attendance/discipline reports weekly (by Thursday to be reviewed by leadership team bi-weekly).
  7. Create intervention plan
    1. Coaches are tutoring daily based on the data
    2. Para-pros are tutoring daily based on the data
    3. They will assess them weekly.
  8. Social Studies teachers will do citing textual evidence in their classed using their content
  9. Science Teachers will use 20 minutes of Science to remediate/ enrich math skills (six grade only).
- After School and Saturday School Tutoring



**PURPOSE:** *The 90 Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's turnaround initiative.*

**VISION FOR THE TURNAROUND INITIATIVE: ARTICULATE IN A FEW SENTENCES WHAT YOU HOPE TO ACHIEVE DURING THE COMING YEARS**

Over the course of the next three years, my mission is to create and sustain a learning community where student achievement remains paramount. I also envision a school where students are loved and respected by every adult that they encounter. Finally, I want to create a learning community where both students and teachers remain lifelong learners.

**LIST SCHOOL-WIDE GOALS IN THE FOLLOWING AREAS**

**LIST SPECIFIC SCHOOL-YEAR GOALS** (i.e. 8<sup>TH</sup> Grade Algebra, 2<sup>ND</sup> Grade L Arts, % Math Advanced, # AP Exam 4s, Graduation rate, etc.)

| MATH<br>BASELINE<br>PROFICIENCY | MATH<br>PROFICIENCY<br>Y GOAL | LANG. ARTS<br>BASELINE<br>PROFICIENCY | LANG. ARTS<br>PROFICIENCY<br>Y GOAL | SCIENCE<br>BASELINE<br>PROFICIENCY | SCIENCE<br>PROFICIENCY<br>Y GOAL | BASELINE<br>2013-14 | GOAL<br>2014-15 | BASELINE<br>2013-14 | GOAL<br>2014-15 |
|---------------------------------|-------------------------------|---------------------------------------|-------------------------------------|------------------------------------|----------------------------------|---------------------|-----------------|---------------------|-----------------|
| 2013-14                         | 2014-15                       | Y                                     | 2013-14                             | Y                                  | 2013-14                          | 2013-14             | 2014-15         | 2013-14             | 2014-15         |

|     |     |       |       |    |     |   |   |   |   |
|-----|-----|-------|-------|----|-----|---|---|---|---|
| 40% | 61% | 48.5% | 72.5% | 8% | 15% | 6 <sup>th</sup> Grade<br>Mathematics<br>49%   | 6 <sup>th</sup> Grade<br>Mathematics<br>71%   | 7 <sup>th</sup> Grade<br>Mathematics<br>31%   | 7 <sup>th</sup> Grade<br>Mathematics<br>51%   |
|     |     |       |       |    |     | 6 <sup>th</sup> Grade<br>Language Arts<br>38% | 6 <sup>th</sup> Grade<br>Language<br>Arts 65% | 7 <sup>th</sup> Grade<br>Language Arts<br>59% | 7 <sup>th</sup> Grade<br>Language Arts<br>80% |
|     |     |       |       |    |     |   |   | 7 <sup>th</sup> Grade<br>Science 8%           | 7 <sup>th</sup> Grade<br>Science 15%          |

**CORE PLAN:** TO MOVE TOWARD THE ABOVE GOALS, THESE ARE THE TOP PRIORITIES THAT WILL BE ADDRESSED DURING THE NEXT 90 DAYS

| SCHOOL<br>PERFORMANC<br>E<br>CHALLENGES | YEAR -END<br>PERFORMAN<br>CE GOAL<br>(Desired | ROOT CAUSES<br>OF<br>PERFORMANCE<br>CHALLENGE | ACTIONS TO ADDRESS ROOT<br>CAUSE(S) | TIMELINE<br>FOR<br>ACTIONS | RESPONSIB<br>LE PERSON | EVIDENCE OF<br>PROGRESS<br>(Towards Year-<br>End Goal) |
|---|---|---|-------------------------------------|----------------------------|------------------------|--|
|---|---|---|-------------------------------------|----------------------------|------------------------|--|

| CHALLENGES<br>(Priorities)   | (Desired<br>Outcome)   | PERFORMANCE<br>CHALLENGE   | CAUSE(S)  | ACTIONS   | LE PERSON<br>(Towards Year-<br>End Goal)  |
|--|--|--|---|---|---|
| In each row, capture the critical challenge your school faces ( <i>what problem are you trying to solve?</i> ).  | For each performance challenge, describe the long-term goal for performance ( <i>what specifically is possible and measurable?</i> ) | For each performance challenge, list your hypothesis of one or more root causes or list analyses that needs to be complete to determine root cause ( <i>why does this challenge exist?</i> ) | List one or more specific actions you will take to address the root causes and pursue the goal ( <i>how</i> ) | For each action, provide a timeline list the person responsible for completing the action ( <i>when</i> ) ensuring the action is complete progress toward long-term goal by November ( <i>leading indicator</i> ) | Define what measurable evidence would indicate needed progress toward long-term goal by November ( <i>leading indicator</i> ) |
| UVA Recommends 3-4 Performance Challenges – with a few primary actions with each priority; however, please adjust as needed based on your context. Initial actions/plan to be adjusted throughout the semester: implementing with deeper fidelity, halting unsuccessful tactics and introducing new actions as helpful |  |  |   |   |   |

| SCHOOL PERFORMANCE CHALLENGES<br>(Priorities)        | YEAR –END PERFORMANCE GOAL<br>(Desired Outcome)                  | ROOT CAUSES OF PERFORMANCE CHALLENGE   | ACTIONS TO ADDRESS ROOT CAUSE(S)  | TIMELINE FOR ACTIONS   | RESPONSIBLE PERSON  | EVIDENCE OF PROGRESS (Towards Year-End Goal)  |
|--|--|--|---|--|---|---|
| Lack of differentiated instruction based on the data | Student achievement data will increase by 10% on each TLI Module | Ineffective use of the data to drive instruction   | Provide Professional Development training and PLCs on Differentiated Instruction using the data | August 18-November18 weekly plcs with data training<br>One high yield strategy per month | Dr. Bloodman, Principal Felecia Dotson, Assistant Principal Rosie Clayton, Literacy Coach Sylvia Grady, Mathematics Coach | <ul style="list-style-type: none"> <li>Use of Instructional strategies aligned with the data</li> <li>Increase in students’ TLI Data Results</li> </ul> |
| Ineffective use of teacher collaboration time.       | Create a schedule for horizontal meetings to                     | <ul style="list-style-type: none"> <li>Inconsistency as it pertains to PLC schedules</li> <li>Unclear</li> </ul> | Coaches will model and co-teach instructional strategies  | Weekly   | Felecia Dotson, Assistant Principal Rosie Clayton, Literacy Coach   | <ul style="list-style-type: none"> <li>PLC Schedule Minutes</li> <li>Agendas</li> <li>Increased</li> </ul>  |

|   |   |   |   |  |
|---|---|---|---|--|
| <p>meetings to occur weekly by content</p>                              | <p>schedules</p> <ul style="list-style-type: none"> <li>Unclear expectations</li> <li>Lack of a monitoring component</li> </ul> | <p>Establish Meeting Norms and Standards</p> <p>Sign-in Sheets, agendas; Provide PLC minutes within 48 minutes of each PLC meeting to the entire staff</p>  | <p>Literacy Coach Sylvia Grady, Mathematics Coach</p>   | <ul style="list-style-type: none"> <li>Increased Student Achievement</li> </ul> <p>As measured by quarterly TLI Assessment</p>   |
| <p>Establishing &amp; communicating clear expectations for students</p> | <p>Clearly articulated expectations for all students.</p>   | <ul style="list-style-type: none"> <li>No <i>uniform</i> set of expectations for student behavior</li> <li>Lack of implementation</li> <li>No communication with stakeholders(students, teachers, parents)</li> </ul> | <p>Dr. Bloodman, &amp; BMS' Leadership Team Felecia Dotson, Assistant Principal Mrs. Bones, Counselor in hallways and Mrs. Jones, Librarian Mr. Thomas, Technology Educator</p> | <ul style="list-style-type: none"> <li>Classroom and school-wide procedures</li> <li>Poster; and Banners that depict zones behavior al expectations</li> <li>CWTs, decrease in office referrals</li> <li>Recognit ion wall</li> <li>Web-site;</li> <li>Meeting agendas and newsletter</li> </ul> |

newsletter

rs

- Schedule that reflects the action, students' ability to articulate the expectations; copies of student contracts

Create student behavior contracts (What does it sound like, look like, feel like)  
Demonstrate and practice expectations of appropriate behavior  
Communicate and Publish expectations to all stakeholders via the school's newsletters, flyers, letters home, website  
Build Consensus among all stakeholders

Acknowledge and celebrate successes

## QUICK WIN PLAN

*In a few sentences, describe how your organization will achieve early and noticeable wins that build momentum by creating virtuous cycles that foster credibility (for the leader and the turnaround story) while disempowering naysayers. Early wins can include initial communication efforts, should be achieved within the first 30 school days and could be the initial steps towards addressing the top 3-4 school priorities listed above.*

Foster Creativity (for the teacher and the learner) while using the initial communication efforts, should be achieved within the first 30 school days and could be the initial steps towards addressing the top 3-4 school priorities listed above.

- 1. Created an environment where teachers can meet and disaggregate data to plan for instruction
- 2. Establish school-wide and classroom procedures
- 3. Celebrate student achievement and academic growth

List up to 4 specific actions or deliverables necessary to make the quick win plan happen.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
|---|---|---|---|

|   |  |   |  |
|---|--|---|--|
| Set-up a conference room with Smart-board, worktables, materials/resources for teachers with access to student achievement data | Implement and monitor classroom and school-wide procedures. Monitoring will occur over the first 30 days for the first 15 minutes of each class period | Plan and execute an academic Pep Rally and BMS Family Barbeque to celebrate Proficient and Advanced students; Invite parents and other stakeholders to participate in celebration; students will receive medals and t-shirts as a reward for the performance on the 2014 Benchmark Assessment |  |
|---|--|---|--|

**Signatures:** Your signature indicates that the plan provides focus and urgency to move the turnaround initiative forward – and both district leaders and a school leadership team support the direction of the plan. Your signature also indicates a commitment to ambitiously pursuing these goals, addressing priority areas and monitoring progress, recognizing the plan and specific actions may need adjustment based on organizational learning and new data.

Principal \_\_\_\_\_ Date \_\_\_\_\_

District Shepherd \_\_\_\_\_ Date \_\_\_\_\_

## **Pine Bluff School District**

Academic Distress Recommendations

Pine Bluff High School

### **Recommendation 1:**

**School leadership should facilitate the assessment of all students' reading levels with a standard reading assessment to accurately determine reading levels.**

#### **School District Support:**

- Provided Training and materials for all literacy teachers on the components of Renaissance learning
- Provided up to date computers for assessments that were compatible with the software
- School Improvements Specialist provided support with scheduling of classes
- Purchased books of students interest and grade level from Scholastic Book Company
- School Improvements Officer and Literacy Coach reviewed data every six weeks and the outcome was discussed during the District Cabinet Meetings

### **Recommendation 2:**

**School leadership should facilitate the development of a school-wide literacy initiative aligned to Arkansas frameworks and inclusive of research-based instructional strategies.**

#### **School District Support**

- School Improvement Officer ,E2E and Literacy Coach provided training for all Literacy teachers on Arkansas framework
- Weekly Professional Learning Communities afterschool with literacy coach
- Modeling by E2E and Literacy Coach
- District School Improvement Officer, E2E consultant and Literacy coach completed Classroom Walk Thru based on the 10 literacy teachers if over five teachers were struggling with the framework we met with them and provided support...ie modeled, released to another classroom to see it being done correctly or to another school. If it was one or two she met with them individually.

### **Recommendation 3:**

**School leadership, in collaboration with the internal school improvement specialist, should develop a plan to monitor and assess the effectiveness of the literacy initiative.**

#### **School District Support**

- Provide District School Improvement Officer for weekly meetings
- Provided common meeting time to meet with literacy teachers
- Provide feedback and support based on the data for each class
- Monitored the plan biweekly to check effectiveness by growth of the students' scores

### **Recommendation 4:**

**District leadership should support technological resources so teachers can effectively integrate technology into classroom instruction, and students can access programs for enrichment and remediation.**

**District leadership should support technological resources so teachers can effectively integrate technology into classroom instruction, and students can access programs for enrichment and remediation.**

#### **School District Support**

- **The Cabinet has had the state and co-op review our technological concerns and provide us feedback on how the concerns can be resolved by August 2015**

#### **Recommendation 5:**

**District leadership should develop a plan to ensure consistent availability of instructional technology.**

#### **School District Support**

- **The district will create a technology committee that will meet bi weekly to create and monitor the instructional needs of each school. This recommendation will be complete by September 15, 2015.**

#### **Recommendation 6:**

**Building leadership should identify materials and supplies that are needed for students and teachers and then plan methods for securing necessary materials and equipment.**

#### **School District Support**

- **This recommendation will be complete by September 1<sup>st</sup>**
- **Each School completed a program evaluation to assist with the identification of current and additional needs and all materials will be ordered by September 1<sup>st</sup>**

#### **Recommendation 7:**

**School leadership should develop a process for regularly examining student data to set interim goals with instructional teams or all faculty as appropriate. The process could include the following: (1) spend more time working with teachers and improving student achievement through PLC participation and classroom observations (2) work with the leadership team to establish PLC expectations for teachers.**

#### **School District Support**

- **District School Improvement Officer attends weekly Professional Learning Community meetings**
- **Master Schedule has been reviewed and revised to allow common planning time**
- **Minutes and Agendas will continue to be established and maintained**
- **One Faculty meeting a month will be a data dive and used to create school wide initiatives.**



## PBHS 90 Day Action Plan

| School Performance Challenges  | Year-End Performance Goal  | Root Causes of Performance   | Actions to Address Root Causes   | Timeline for Actions  | Responsible Person   | Evidence of   |
|--|--|--|--|---|--|---|
| Improve student behavior in the classroom  | Reduce the total number of student referrals and sent homes by 20%   | <p>*Students don't fully know the campus rule/policies</p> <p>*Students are insubordinate</p> <p>*Students don't come to school prepared *</p> <p>Students are not willing to comply</p> | <p>*have teachers to go over the rules in class</p> <p>*have a student assembly to address the following:</p> <p>(1) expectations</p> <p>(2) insubordination</p> <p>(3) student rules</p> <p>(4) student incentives</p>  | <p>August 18 the first 15 minutes of each class</p> <p>Schoolwide assembly august 21</p> <p>Review referral every 9 weeks</p> | <p>*Teachers,</p> <p>*Administration</p> <p>* Mrs.Collins</p> <p>Mrs. Johnson</p> <p>Dr. Wilson</p>      | <p>A quarter year review up to the end of school.</p>                       |
| Create a culture/classroom of high expectations using <i>Creating a Classroom</i> marzanos 9 high yield strategies | For 100% of the faculty to incorporate five of the "yield high Strategies for <i>Creating a Classroom Culture of High Expectations</i> "               | <p>No PD provided</p> <p>No monitoring tool in place</p>   | <p>*Pd will be provided in PLSC weekly</p> <p>Administrators will monitor it weekly thru CWTs</p>  | <p>*weekly from September 3 – November 3 2014</p>   | <p>Cheryl Calwell</p> <p>Yvette White</p> <p>Administrators</p>  | <p>Increase .in student achievement</p> <p>On TII and use of strategies</p> |
| Schools RTI process is not implemented with fidelity and monitored   | <p>(1) Increase math scores from 34% to 45%.</p> <p>(2)Increase literacy scores from 43% to 55%</p> <p>(3) Increase biology scores from 12% to 30%</p> | <p>(1) Improve student math foundation</p> <p>(2) Lack of reading comprehension skills</p> <p>(3) Students don't master the vocabulary and need more project based learning.</p>         | <p>Departments will target the following:</p> <p>(1) use technology &amp; software programs for intervention – I Can Learn &amp; Carnegie Learning</p> <p>(1) continue the "After School Geometry Café Program"</p> <p>(2) Incorporate department wide instructional strategies and common formative assessments</p> <p>(3) Use word walls, Vocabulary Clouds, and informal assessments to master the biology content vocabulary (3) Incorporate more project based learning and video lessons</p> | <p>Review 3 times per nine week period to monitor and adjust as needed.</p>   | <p>Math, English, and Science Departments.</p> <p>Math Coach</p> <p>Literacy Coach</p> <p>Dr. Wilson</p> | <p>(1) PARC results</p> <p>(2) PARC results</p> <p>(3) EOC results</p>      |
| Improve our ACT composite score for the high school  | Increase the composite score for the school from 17 to 19  | <p>*Student were not given opportunity for any prep time before taking the ACT</p> <p>*Students need to improve math skills</p>  | <p>*Offer an ACT pre &amp;post-test for student growth and targeted assistance</p> <p>*Offer student ACT prep on campus</p> <p>*Create an ACT prep program to practice at home</p>   | <p>Review the pre/post test for each student contact. Compare those results with ACT exam results.</p>                        | <p>*Mr. Rich Dell</p> <p>Isola</p> <p>*Dr. Wilson</p> <p>*Mr. Dedrick Jones</p>                          | <p>ACT will provide the school an annual composite score in September</p>   |

## QUICK WIN PLAN

In a few sentences, describe how your organization will achieve early and noticeable wins that build momentum by creating virtuous cycles that foster credibility (for the leader and the turnaround story) while disempowering naysayers. Early wins can include initial communication efforts, should be achieved within the First 30 school days and could be the initial steps towards addressing the top 3-4 school priorities listed above.

- \*All students will have schedules with minimal disruptions by the end of the first week of school.
- \*The school will celebrate students scored proficient on the EOC Friday Aug 22 in an assembly.

\*The school will celebrate students scored proficient on the EOC Friday Aug 22 in an assembly.

|  |  |   |  |
|--|--|---|--|
| List up to 4 specific actions or deliverables necessary to make the quick win plan happen. |  |   |  |
| 1  | 2  | 3   | 4  |
| Created school-wide norms<br>Student assembly about rules<br>and information               | Student recognition assembly for<br>EOC prophecy | Implement the I Can Learn<br>Program in Math, Use Word<br>Clouds in Biology, and a<br>Pre-Assessment for English<br>10 & 11 | Offer an ACT take home<br>pre-assessment with targeted<br>feedback |

Signatures: Your signature indicates that the plan provides focus and urgency to move the turnaround initiative forward – and both district leaders and a school leadership team support the direction of the plan. Your signature also indicates a commitment to ambitiously pursuing these goals, addressing priority areas and monitoring progress, recognizing the plan and specific actions may need adjustment based on organizational learning and new data.

|                   |       |       |      |
|-------------------|-------|-------|------|
| Principal         | _____ | _____ | Date |
| District Shepherd | _____ | _____ | Date |

## Pine Bluff High Action Plan

1. Training on unpacking standards.  
Training for Social Studies/Science teachers on literacy skills in content (common core)
2. Create 8 week standards calendar with:
  - \* Standards being tested
  - \* Remediation/Enrichment
  - \* Short Cycle Assessment
3. Monthly Kagan Structures from January to May
4. Create Incentive Plan for students to be celebrate for following the rules:
  1. In school on time everyday
  2. In school Uniform
  3. No tardiness
  4. No referrals
5. Complete weekly focus walks
  - \* Student engagement
  - \* Rigor
  - \* Teacher modeling
  - \* Check for understanding
6. Check attendance/discipline reports weekly (by Thursday to be reviewed by leadership team bi-weekly).
7. Create intervention plan
  1. Coaches are tutoring or co teaching daily based on the data
8. Social Studies/ Science teachers will do citing textual evidence in their classed using their content
  - After School Tutoring



# School Turn Around One Student At A Time

Week of October 20-24

Monday Jack Robey Tuesday Pine Bluff High/Central Office Wednesday  
Memphis Thursday Oak Park/Belair Friday Pine Bluff High

## Testing

- Common Assessments every week scored and brought to PLC for next steps
- Create a schedule to be sure that students with disabilities are getting accommodations on all assessments (TLI)

## High Expectations

- All celebrations should be complete
- All data walls should be complete PLC/School
- Student work displayed and current on the entire campus

**This weeks look 4's**

## Instruction

- Calendar of when teachers are doing Kagan structures/ group work for those not trained in kagan yet
- Face to Face Feedback with at least three teachers per week from CWT'S

## Instruction

- Complete 15 CWT's email me or make me copies by Monday of the following week
- Lets start staying a little longer than 5 minutes.
- Be sure to do an am and a pm walk
- Begin to look for trends to discussed in PLC's

**This Weeks look 4's**



**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

**Pine Bluff Public Schools  
Academic Distress  
Follow-up Review**

**Arkansas Department of Education  
School Improvement Unit  
May 29, 2015**

## **Pine Bluff Public Schools Academic Distress Follow-up Review**

In preparation for the meeting between the Arkansas State Board of Education and the Pine Bluff Public Schools Leadership, the ADE School Improvement Unit conducted an onsite review on May 19, 2015. Members of the on-site review team were: Dr. Richard Wilde, school improvement program manager; Dr. Robert Toney, school improvement specialist; Ms. Charlotte Earwood, school improvement specialist; Ms. Wendy Allen, school improvement specialist. Dr. Mitzi Smith and Mr. Richard Myrick, school improvement specialists assigned to Pine Bluff School District, were in attendance to provide information to the review team.

The team conducted interviews and reviewed documentation related to recommendations provided by ADE in the fall of 2014. Interviews were conducted with the board chair and superintendent, the district leadership team as well as teams from the districts' three schools in Academic Distress: Oak Park Elementary, Belair Middle School, and Pine Bluff High School.

## **Conclusions from the Site Visit**

### **Superintendent and Board President**

- The school board president indicated that the board released the previous superintendent, in part, because she failed to develop a plan to address school improvement.
- Since the previous superintendent has been replaced, multiple district personnel have resigned, left the district, or are in the process of making application to other districts.
- An interim superintendent was hired in March 2015. The interim superintendent states that he is creating a 13-month improvement plan. The plan was not available for review and it was unclear if school leaders had input to the plan. The school board president indicated the board is committed to supporting plan implementation once it is approved. ADE Staff have not participated in the development of any district support plan.
- The interim superintendent indicated he has developed a new organizational structure for the district but this has not been shared in open public meeting with the local school board as of May 26, 2015, or with ADE.
- The interim superintendent indicated that his goal is the removal of Pine Bluff Schools from Academic Distress and Priority School status. He noted that building leadership capacity is necessary to achieve this goal. However, in interviewing principals from the Academic Distress buildings, they reported having little input on district decisions or planning.

### **District Leadership Team**

- Only the designated executive principal's coach and district internal school improvement specialist were available for interviews as the district leadership team. Two outside consultants participated during a portion of the interview.
- The district hired an internal school improvement specialist for schools in Academic Distress at the beginning of the school year. This specialist has been trained through the University of Virginia School Turnaround Model. The specialist demonstrates a sense of urgency to address barriers to school improvement within the district. The specialist has facilitated numerous job-embedded professional development activities for teachers, instructional facilitators, and administrators to address pedagogy and content knowledge. Additionally, the specialist has implemented a process for deep data analysis in order to improve curriculum, assessment, and instruction. This position does not have line authority to direct school leadership, thus decisions regarding school improvement efforts are left to the principals to decide if the guidance would be utilized. (In a later interview, the interim superintendent indicated that it is his recommendation that the district internal improvement specialist be given line authority in 2015-2016 school year.)
- A plan is being developed to reconfigure grade-level structures across three schools. If approved, the plan will result in the closing of two schools, one of which, Oak Park Elementary, is currently in academic distress. Southeast Middle School will be closing at the end of the school year. Oak Park Elementary School will be closing and merging with the following elementary schools: W. T. Cheney, Southwood, Broadmoor, and Thirty-Fourth.
- During the 2014-2015 school year, various external consultants have been contracted to support school improvement. These include the following: Evans Newton Incorporated at Oak Park Elementary, Elbow to Elbow at Belair Middle School and Pine Bluff High School, University of Virginia, From the Heart International Educational Services, and Keith Sanders. Dr. Sharon Collins has been hired as a temporary employee to assist with building closures. Based on the interviews, the team concluded that there was not an in-depth evaluation of the services being provided for impact of student growth.
- The district school improvement specialist stated that building-level instructional facilitators do not report to their building principals and are evaluated by the district curriculum coordinator. The curriculum coordinator has resigned effective the end of the year and was not available for interview.
- The executive principal coach of school improvement has been with the district for over 30 years and is new to this role this year. She was unclear as to her role in the next school year.

### **District Level Recommendations and District Progress**

The district chose the following two recommendations to develop and execute for the 2014-2015 school year. Dr. Mitzi Smith, the ADE School Improvement Specialist, reports the following district level progress for the third quarter.

- (1) District leadership should facilitate sessions for collaborative development of a rigorous, curriculum that is horizontally and vertically (K-12) aligned to Arkansas Frameworks.

Progress: The district has developed a written curriculum for grades 3-12. The internal school improvement specialist worked with schools unpacking the standards last November and started administering post-tests weekly in January 2015 after the teachers reteach objectives. Instructional teams review the post-tests to make decisions about the curriculum and further interventions needed.

- (2) District and school leadership, with guidance from the internal school improvement specialist assigned to the school, should plan and provide ongoing, job-embedded professional development to support teachers' effective implementation of research-based instructional strategies to meet the individual learning needs of all students.

Progress: Teachers have completed a self-assessment and created a professional growth plan (PGP). In order to insure that the district and school's infrastructure is sufficient to support ongoing job-embedded professional development, the district sent master schedules and other relevant information to the ADE Standards Unit for feedback in order to plan for efficient and effective use of human resources and time. The Internal School Improvement specialist has worked with the buildings to provide job-embedded professional development to building teachers- Kagan strategies and station teaching as classroom observations and teacher feedback indicated a need.

### **Building Leadership Teams**

- Both the Pine Bluff High School and Oak Park Elementary principals participated in their respective school leadership team interviews. The principal from Belair Middle School had surgery in May and will not return to work for six to eight weeks. It was clear that all principals understood the gravity of their schools situation and were seeking to collaborate with the district internal improvement specialist, as well as with external consultants.
- During conversations with representatives from the academically distressed campuses, it was noted that there is some incongruence between district

directives and campus initiatives. It did not appear that the building principals had much autonomy from district-driven decisions. In some cases, district decisions were not well understood; thus, the ADE Review Team was unable to determine the process for deciding the innovations to be developed to address building level needs.

- Building-level leadership teams did not seem to have the in-depth knowledge of the use of data to answer questions related to evaluation of efforts or how the use of consultants was improving student outcomes. Most of the schools' team members were able to recognize from the questions asked the importance of evaluation and were very capable of discussing how evaluation could be accomplished once the topic was brought to their attention.
- The school leadership teams indicated that there had been no joint planning between the district leadership team and the school level teams. It appeared that the district improvement specialist was the liaison between the teams.
- The ADE School Improvement Specialists were seen as positive support and their assistance appears to be sincerely appreciated at both the district and building level. However, there was confusion about the multiple roles between district internal specialist support, external consultants, and ADE staff.
- As with other reviews in other districts, the number of plans (based on interim measurable objectives, recommendations, ACSIP, priority improvement plans, TESS, and district requirements) appear to be a challenge to implement and monitor and is not perceived as helpful.
- Despite what seems to be a top down approach and minimal autonomy, in addition to the number of concerning news articles, the ADE School Improvement Specialists reported an improved focus at the building level during the 2014-2015 school year. The district internal improvement specialist and principals were given the credit for the progress related to school improvement.

## **Newspaper Articles**

*\*Articles were retrieved from Pine Bluff (KATV) and Pine Bluff Commercial Newspaper.*

- The newspaper reported over \$600,000 being expended on external providers so far this school year. According to the school district records there was \$3.5 million spent on external providers and consultants over the past three years.
- The executive principal coach of school improvement has been listed on the reduction in force list published in the newspaper.
- In April, the district announced, in the newspaper, a reduction in force to eliminate approximately sixty-eight instructional positions.

- The school board announced a nationwide search for a new superintendent on May 21, 2015.

### **Current Trend Data**

#### *ESEA Literacy Data*

#### **ALL**

|                    | <b>2011-2012</b> | <b>2012-2013</b> | <b>2013-2014</b> |
|--------------------|------------------|------------------|------------------|
| <b>Junior High</b> | <b>62.3</b>      | <b>55.78</b>     | <b>52.37</b>     |
| <b>High School</b> | <b>37.41</b>     | <b>48.56</b>     | <b>43.68</b>     |
| <b>District</b>    | <b>58.11</b>     | <b>56.94</b>     | <b>55.42</b>     |

#### *ESEA Math Data*

#### **ALL**

|                        | <b>2011-2012</b> | <b>2012-2013</b> | <b>2013-2014</b> |
|------------------------|------------------|------------------|------------------|
| <b>Junior High</b>     | <b>52.61</b>     | <b>48.89</b>     | <b>39.31</b>     |
| <b>High School</b>     | <b>51.35</b>     | <b>19.83</b>     | <b>35.58</b>     |
| <b>District</b>        | <b>55.24</b>     | <b>46.75</b>     | <b>46.82</b>     |
| <b>Graduation Rate</b> | <b>63.52</b>     | <b>72.19</b>     | <b>79.48</b>     |

- Casual review of the information above indicates that graduation rate has improved during the prior three years of trend data.
- The district has one junior high and one high school. Thus, all students attend secondary school at an academic distress campus.

### **Recommendations**

The following are recommendations by the ADE School Improvement Unit:

1. Members of the local school board and the district leadership team, including the new superintendent, could benefit from trainings to build leadership capacity and to learn strategies to better support schools in Academic Distress and/or Priority School Status. This could be provided by the ADE School Improvement Unit (SIU) in consultation with the Arkansas School Boards Association.

2. The State Board should direct the School Improvement Unit, Division of Public School Accountability to collaboratively create a strategic plan for district-wide implementation in SY 2015-16.
3. The district leadership team with support from the SIU will monitor site/school specific implementation of the plan and report to the State Board quarterly. ADE SIU would then report quarterly on the progress of the district.



**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

**Pine Bluff Public Schools  
Academic Distress  
Follow-up Review  
Oak Park Elementary**

**Arkansas Department of Education  
School Improvement Unit  
May 29, 2015**

## **Pine Bluff Public Schools Academic Distress Third Quarter Review- Oak Park**

Onsite visits and reviews of building documentation of the 45 day Academic Distress plans were conducted during the third quarter by ADE School Improvement Specialists, Mr. Richard Myrick and Dr. Mitzi Smith.

The following is a summary of what the reader will see in the IMO report and the 45-day plans. Oak Park had eight academic distress recommendations.

Oak Park completed the following two recommendations concerning School Leadership Teams.

- The first recommendation called for the principal and instructional facilitators to plan agendas collaboratively and provide agendas before the meetings as well as maintain minutes in their ACSIP. The leadership team completed those requirements and then developed into a well-functioning team. Oak Park's leadership team developed a clear focus around school improvement which included the literacy and math coaches leading the instructional teams in the analysis of student learning data after every interim assessment.
- The second recommendation was for the leadership team to protect their meeting time and progress monitor academic achievement. As the year progressed, the leadership team met problems head on and worked until they solved the issue at hand. For example, when some students weren't coming to the after school tutoring so they could attend the 21<sup>st</sup> Century program, the leadership team decided to work collaboratively with the community in the 21<sup>st</sup> Century after school program to supply the teachers with lesson objectives, teaching materials, and student skills needed to remediate. Both programs worked toward improving student achievement.
- In regards to the leadership team, the new building principal guided the team which monitored the school improvement goals weekly. One of those goals was to improve student engagement. The instructional focus showed improvement in active student engagement as revealed through classroom observations. Third quarter observations showed 82% of the teachers used Kagan strategies, 10% used high yield strategies and 61% used classroom stations. Data through The Learning Institute showed the following student growth in fractions during the third quarter: third grade students increased from 33 to 68.2%. Fourth grade students increased from 25.3% to 39.9%. Fifth grade students increased from 29.7% to 44.7%. The school identified students by skills mastered and did after school tutorials to guide student achievement.

## **Additional Work Completed**

### **Curriculum and Instruction:**

In January 2015, the Internal School Improvement Specialist and the instructional coaches developed language arts and math calendars showing the objectives to be taught, independent and guided practice, and instructional activities. Post-tests were administered to all students in the grade level and subject covered by the unit of instruction. Instructional Teams reviewed the results of post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention. Monthly Reteaching calendars show the objectives by grade. Each teacher has lesson plans on file showing what the teacher identified as areas of weakness from the last assessment and strategies and objectives she planned to use with the students to address the deficiencies.

### **Culture:**

In order to improve the culture and climate of the building and establish high expectations for the students, the leadership team held the following events: (1) Held a Mission Possible for PARCC testing campaign (2) School had test practice and fun activities in preparation for testing. (3) A "Mission IS Possible" assembly was held on March 6, 2015. (4) Literacy and Math night was held on Feb. 10, 2015. The event focused on literacy and math strategies for learning and included a pantomime by some of the fourth and fifth grade girls. Dinner was also provided. Approximately, 100 parents attended.

### **Next Steps:**

- Creating unit pre/post assessments that are intentionally designed to provide meaningful feedback on student learning in order to plan differentiated instruction to meet the needs of all students.
- Implementing a structure that better meets the needs of students with disabilities. The school needs to reevaluate how special education students are scheduled in classes so that students are placed into the least restrictive environment.



**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

**Pine Bluff Public Schools  
Academic Distress  
Follow-up Review  
Belair Middle School**

**Arkansas Department of Education**

**School Improvement Unit**

**May 29, 2015**

## **Pine Bluff Public Schools Academic Distress Third Quarter Review- Belair Middle**

Onsite visits and reviews of building documentation of the 45 day Academic Distress plans were conducted during the third quarter by ADE School Improvement Specialists, Mr. Richard Myrick and Dr. Mitzi Smith.

Belair had four academic distress recommendations. The following is a summary of what the reader will see in the IMO report and the 45-day plans.

The leadership team selected two recommendations for the third quarter. The first recommendation concentrated on the collaborative development of pre-and post- unit assessments within the instructional units.

- The Belair teaching staff had Unpacking the Standards training in December 2014 so teachers understood what was necessary for a student to master the learning objective.
- Literacy and math coaches worked with the faculty to develop post assessments for each unit. After the unit was taught, post- tests were administered to all students in the grade level and subject covered by the unit of instruction.
- Instructional Teams reviewed the results of post-tests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention.
- Interventions included tutoring during the school day as well as four Saturday sessions from 9-1 in literacy, math, and science.

The second recommendation that Belair selected centered on school leadership including time in the master schedule for grade-level teams to meet and regularly analyze various student achievement data for tracking student progress and promoting differentiated instruction.

- Math instructional team meetings are built into the schedule this year but the literacy team meetings are after school since the schedules were already in place when the new principal was hired.
- Grade level teams meet during the day for 45 min. as part of a cross-curricular team.
- In order to differentiate instruction, Belair teachers received training in Kagan structures with the coaches and administration conducting focused observations to insure implementation.

Another form of differentiation that Belair implemented this year was Co-Teaching. This teaching process involves two teachers (one special education and one regular education teacher) that teach in the same room. The class is mixed with both regular and special needs students. The ADE Special Education Co-Teaching unit worked with

the principal at Belair and her building leadership team. Several members of the leadership team participated in every observation/feedback session. This has helped their administrative and support staff better understand the model and the importance of using the most effective co-teaching instructional formats.

Additional Work Completed:

### **Curriculum and Instruction:**

In order to insure consistency in the math instruction, math teachers showed the interventionists how to teach the math skills being taught in the math class for a two week span of time. After the math teachers and interventionists retaught the skills not mastered, both the math teachers and interventionists tested for mastery. Teachers monitored the students' skills through a form titled the "Student Tracker". The form lists skills that the individual student mastered and those skills the student didn't master.

### **Culture and School Processes/Procedures:**

Belair's leadership identified both student and teacher attendance as a problem during the first semester. The building leadership team decided to recognize both students and teachers who had perfect attendance for the week. The principal recognizes students and teachers weekly which has resulted in an improvement in both student and teacher attendance rates. The principal hosts a monthly luncheon for all teachers with perfect attendance (Last Friday of the month). During the luncheon, a drawing is held to determine the teacher with perfect attendance who will receive the monthly designated parking space. The principal also holds conferences with teacher who have excessive (2 or more) absences in a month. The principal will follow up with written documentation if excessive absenteeism continues. Students are rewarded for perfect attendance for each nine weeks. Starting in January 2015, building leadership developed procedures for the building to follow when a student is absent such as notifying parents when students are absent.

### **Building Recommendations for Future Work:**

- Creating unit pre/post assessments that are intentionally designed to provide meaningful feedback on student learning in order to plan differentiated instruction to meet the needs of all students.
- Implementing a structure that better meets the needs of students with disabilities. The school needs to reevaluate how special education students are scheduled in classes so that the least restrictive environment laws are followed and to do what is best for kids.



**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

**Pine Bluff Public Schools  
Academic Distress  
Follow-up Review  
Pine Bluff High**

**Arkansas Department of Education**

**School Improvement Unit**

**May 29, 2015**

## **Pine Bluff Public Schools Academic Distress Third Quarter Review- Pine Bluff High**

Onsite visits and reviews of building documentation of the 45 day Academic Distress plans were conducted during the third quarter by ADE School Improvement Specialists, Mr. Richard Myrick and Dr. Mitzi Smith.

Pine Bluff High School had nine academic distress recommendations. The following is a summary of what the reader will see in the IMO report and the 45-day plans. The leadership team selected the first two recommendations that focused on literacy for the third quarter. The first recommendation concentrated on determining the reading levels of all the high school students and then formulating individual academic improvement plans based upon the reading levels as determined by the exam.

Progress:

- The high school assessed the students initially in October then again in January. The last assessment will be in the fourth quarter.
- All faculty members received the results of the assessment in Cross-Curricular teams.
- The literacy coach reported a 7.5% growth in literacy this year according to the STAR program. This is the first year for using STAR.

The second recommendation that the high school selected also centered on developing literacy skills.

Progress:

- The high school developed a school-wide literacy plan that integrated literacy skills in every discipline as part of its curriculum.
- In order to facilitate this work, the high school has a full-time literacy coach for the first time. The literacy coach models literacy strategies during the cross-curricular team meetings to integrate reading and writing across the disciplines.
- The building has established objectives using content driven open response questions in math and biology classes.
- In all other courses, teachers include constructed response prompts in instruction.
- Administrators document this work monthly by collecting sample student work and rubrics in every class.

Additional Work Completed:

### **Curriculum and Instruction- Math:**

During the school year 2014-2015, the Pine Bluff High School – Math Department: implemented the following:

- The math coach created the Math Data Wall, which is designed to teach student progress on the TLI Modules 1-5 assessments and units of study common assessment.
- During the weekly PLC math meetings, teachers had productive data conversations among themselves to improve student achievement.
- upgraded the TI-83 to TI-84 graphing calculators for the Algebra 2 and advanced math courses
- Implemented the Carnegie Learning Math program – Geometry and Vera Tiles Hands-On Math program for Geometry / Algebra 2
- Had four math teachers to attend NCTM 2015 Conference in Boston, MA.
- Conducted two (2) Family Math Nights in the fall, 2014 & spring, 2015. The participants engaged in fun- filled math learning station activities.
- Fully implemented the Math Design Collaborative (MDC) program in Geometry. Artifacts were approved and uploaded on the ARESC Livebinder
- Conducted weekly PLC math meetings with 98% attendance.
- Conducted a book study with the math teachers. The book was from ASCD (Association for Supervision of Curriculum) - *Literacy Strategies to Improve Math Instruction* as a part of the PBHS Schoolwide Literacy Initiative.

### **Differentiated Instruction:**

A form of differentiation that the high school implemented this year was Co-Teaching. This teaching process involves two teachers (one special education and one regular education teacher) that teach in the same room. The class is mixed with both regular and special needs students. The ADE Special Education Co-Teaching unit worked with one of the assistant principals at Pine Bluff High and a Co-teaching leadership team was formed. A science classroom served as a model classroom for the building.

### **Building Recommendations for Future Work:**

- Creating unit pre/post assessments that are intentionally designed to provide meaningful feedback on student learning in order to plan differentiated instruction to meet the needs of all students.
- Implementing a structure that better meets the needs of students with disabilities. The school needs to reevaluate how special education students are scheduled in classes so that the least restrictive environment laws are followed and to do what is best for kids.

## Third Quarter ESEA/ IMO Report

**Date Completed:** April 2, 2015

**School:** Oak Park Elementary

**District:** Pine Bluff

**Status:** Priority Academic Distress

**Principal:** Linder Anderson

**ADE School Improvement Specialist:** Dr. Mitzi Smith, Richard Myrick

**External Provider:** E2E

**Internal School Improvement Specialist:** Alesia Smith



ARKANSAS  
DEPARTMENT  
OF EDUCATION

### Highlights from

#### 3rd Quarter:

- The school held a Mission Possible for PARCC (Partnership for Assessment of Readiness for College and Careers) testing campaign.
- Students and teachers were rewarded with daily treats during Spirt Week for testing March 2-6, 2015.
- During the week of March 2-6, the school had test practice and fun activities in preparation for testing.
- On a daily basis, classes were reviewed to count participants. The class with the most participants was rewarded each day.
- "Mission IS Possible" assembly was held on March 6, 2015.
- Literacy and Math Night was held on Feb. 10, 2015. The event focused on literacy and math strategies for learning and included a pantomime by some of the 4<sup>th</sup> and 5<sup>th</sup> grade girls. Dinner was also provided.

## Third Quarter ESEA/ IMO Report

- Administrators of Oak Park met with each grade level to encourage students to do their best on the upcoming assessment. During assessment week, each student worked at his/her best to receive a secret brown bag.
- At the close of testing, students were able to pick up a brown bag which included 3 edible items as a reward for their hard work.

### Concerns/Barriers as reported from:

#### a) District Personnel/District Leadership Team:

- No concerns were reported.

#### b) Building Principal:

- No concerns were reported.

#### c) Building Leadership Team:

- The district did not supply the parent codes for the online gradebook system.

#### d) School Improvement Specialist:

- The Internet was down district-wide all day Tuesday.

#### e) Other:

- No concerns were reported.

## Third Quarter ESEA/ IMO Report

### Additions/Revisions to current year's PIP/TIP:

IMO Area: 1. Change in teacher and leader practice: Met: 1 Not Met: 0

2. Student progress and achievement: Met: 1 Not Met: 3

3. Student safety and discipline: Met: 1 Not Met: 1

4. Parent and community engagement: Met: 1 Not Met: 0

Total IMO's this Quarter: 8 Met: 4 Not Met: 4

| IMO   | Met | Not Met | IMO Area | IMO Date | Explanation/Supporting Data  |
|---|-----|---------|----------|----------|--|
| By March 19, 2015, 80% of students in fifth grade will be actively engaged in the learning as determined by CWT's(Classroom Walk-Throughs).                                   | x   |         | 1        | 03/19/15 | Observation forms showed notes indicating the use of Kagan strategies, high yield strategies, and classroom stations. 82% of the teachers used Kagan strategies, 100% used high yield strategies, and 61% used classroom stations. |
| By March 19, 2015, students in grades 3-5 will show growth in citing evidence (informational passages) by 10% or more as determined by TLI (The Learning Institute) Module 4. |     | x       | 2        | 03/19/15 | A teacher was out in 4 <sup>th</sup> grade for 15 days due to illness.   |
| By March 19, 2015, students in grades 3-5 will show growth in fractions in math by 10% or more as determined by TLI Module 4.   | x   |         | 2        | 03/19/15 | The Learning Institute assessments showed the following: The third grade increased from 33 to 68.2%. Fourth grade increased from 25.3 to 39.9%. Fifth grade  |

### Third Quarter ESEA/ IMO Report

|   |   |   |   |          |  |
|---|---|---|---|----------|--|
|   |   |   |   |          | increased from 29.7 to 44.7%. The school identified students by skills mastered and did after school tutorials. The leadership team coordinated with 21 <sup>st</sup> Century program at a local church to provide skills needed for tutoring and pulled resources for them as well. |
| By March 19, 2015, at least 5% or more special education students will show growth in fractions as determined by TLI Module 4.                                |   | x | 2 | 03/19/15 | There was an overall increase of 3.06% for the building. Third grade went from 18.75% to 33.3%. Fourth grade went from 33% to 27.7%. Fifth grade went from 36% to 33.3%. Fourth grade was the only group that did not increase by 5%.  |
| By March 19, 2015, at least 5% or more special education students will show growth in citing evidence (informational passages) as determined by TLI module 4. |   | X | 2 | 03/19/15 | There was a 5% increase overall. The 3 <sup>rd</sup> grade went from 13.6 to 34.7%. Fourth grade went from 12.7% to 16.7%. Fifth grade went from 16.6 to 25.8%.  |
| By March 19, 2015, 94% of students will be in attendance daily according to attendance records. (Baseline attendance is 92%.)                                 |   | x | 3 | 03/19/15 | The school maintained the attendance rate of 92%. The district was out for snow for 6 days. The leadership team reported they had many students out due to illness. A phone log documented phone call to parents after 4 days missed.  |
| By March 19, 2015, the number of disciplinary actions (fights) will be reduced by 5% this quart as determined by office referrals.                            | x |   | 3 | 03/19/15 | The leadership had faculty reinforce the use of hall passes and strategically placed teachers in areas. The administrators now determine what is coded as a fight after giving students due process. Previously the secretary was  |

### Third Quarter ESEA/ IMO Report

|   |   |  |   |          |   |
|---|---|--|---|----------|---|
|   |   |  |   |          | coding what the teacher sent the secretary.   |
| By March 19, 2015, at least 25 or more parents will be engaged in parent workshops that provide parents with strategies (HAC) that strengthen the home/school connection. | x |  | 4 | 03/19/15 | The school provided food and sent out flyers as well as sending out personal invitations. 100 parents attended. The event was advertised in the newspaper, posted on Facebook and the district website. |

## Third Quarter ESEA/ IMO Report

**Date Completed:** April 2, 2015

**School:** Belair Middle

**District:** Pine Bluff

**Status:** Academic Distress

**Principal:** Dr. Suzanne Bloodman

**ADE School Improvement Specialist:** Dr. Mitzi Smith, Richard Myrick

**External Provider:** E2E

**Internal School Improvement Specialist:** Alesia Smith



ARKANSAS  
DEPARTMENT  
OF EDUCATION

### Highlights from

#### 3rd Quarter:

- Participation for Partnership for Assessment of Readiness for College and Careers (PARCC) testing was great for both teachers and students.
- The math and literacy depts. are working together well.

### Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- No concerns were reported.

## Third Quarter ESEA/ IMO Report

### b) Building Principal:

- There are conflicts between the administrative staff. The principal has discussed this with the supt. and will discuss also with the interim supt.
- The district does not allow any field trips- even educational.
- The Keyboarding teacher left and the school has a sub in the classroom now.

### c) Building Leadership Team:

- The district has not approved an out of state professional development conference at the Association for Supervision and Curriculum Development (ASCD). The leadership team identified the need and budgeted the money in the school improvement plan.

### d) School Improvement Specialist:

- There are still Internet issues- students can't connect to the Internet. The Internet was down district-wide all day Tuesday.

### e) Other:

- No concerns were reported.

### Additions/Revisions to current year's PIP/TIP:

The school is working on its 45 day plan and evaluating the Priority Improvement Plan (PIP) actions for effectiveness.

## Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: 2 Not Met: 1  
 2. Student progress and achievement: Met: 1 Not Met: 2  
 3. Student safety and discipline: Met: 0 Not Met: 1  
 4. Parent and community engagement: Met: 0 Not Met: 0  
 Total IMO's this Quarter: 7 Met: 3 Not Met: 4

| IMO   | Met | Not Met | IMO Area | IMO Date | Explanation/Supporting Data   |
|---|-----|---------|----------|----------|---|
| By Feb. 28, 2015, 95% of students will meet attendance as determined by the ADA/ADM (Average Daily Attendance/Average Daily Membership) attendance report.  |     | x       | 1        | 02/28/15 | In Jan., the school had a 90% attendance rate. The teachers were not recording data accurately.   |
| By March 28, 2015, 95% of students will meet attendance as determined by the ADA/ADM attendance report.   | x   |         | 1        | 03/28/15 | Incentives produced gains and the school will continue this process.  |
| By Jan. 31, 2015, 12% of teachers will meet perfect attendance, as determined by the attendance report.   | x   |         | 1        | 01/31/15 | Seventeen percent of the faculty had perfect attendance for the month. The principal recognized teachers weekly on the intercom and had drawing for prizes. The principal also provided a luncheon for the teachers with perfect attendance.  |
| By Feb. 28, 2015, students will increase to proficiency level of 64% for 6 <sup>th</sup> grade and 62% for 7 <sup>th</sup> grade on interim math assessments, as determined by TLI (The Learning Institute) data. |     | x       | 2        | 02/28/15 | 6 <sup>th</sup> grade made 71% but the 7 <sup>th</sup> grade made 41%. The students had a new math teacher from India who started in January. There has been an adjustment due to language differences. The math coach and external provider will provide additional support to 7 <sup>th</sup> grade math. |
| By Feb. 28, 2015, students will increase to proficiency level of 55% for 6 <sup>th</sup> grade and 57% for 7 <sup>th</sup> grade on interim literacy  |     | x       | 2        | 02/28/15 | 6 <sup>th</sup> grade made 55% and met the IMO (Interim Measurable Objective) but 7 <sup>th</sup> grade made 44% and didn't meet the  |

## Third Quarter ESEA/ IMO Report

|   |   |   |   |          |   |
|---|---|---|---|----------|---|
| assessments, as determined by TLI data.   |   |   |   |          | IMO. There was a new teacher in class this semester. The first semester there was a teacher working under an Additional Licensure Plan who failed the test and had to be removed.   |
| By Feb. 28, 2015, special education students will demonstrate growth as determined by the TLI data.   | x |   | 2 | 02/28/15 | The school met the IMO for the Module 2 by growing from 47% to 66% in language arts. They met the IMO. For Module 3, the students went from 66% to 33%. The students did not do well on the research simulation assessment. The students started the test on the computers and couldn't connect. They had to change to paper.<br>For math Module 2 they did not meet the IMO- went from 65% to 38% but for Module 3 they met it by going from 38% to 63%. |
| By Feb. 28, 2015, the number of school-wide student tardies will show a 10% reduction as determined by individual teacher tardy class trackers. |   | x | 3 | 02/28/15 | There was an increase. The school has implemented the following: tardy forms will be monitored closely; the number of student tardies will be tracked throughout the day for repeat offenders. D-hall has been restructured to become a deterrent. Student attendance in D-hall will be monitored closely.  |

## Third Quarter ESEA/ IMO Report

**Date Completed:** April 2, 2015

**School:** Pine Bluff High

**District:** Pine Bluff

**Status:** Priority Academic Distress

**Principal:** Dr. Michael Nellums

**ADE School Improvement Specialist:** Dr. Mitzi Smith, Richard Myrick

**External Provider:** E2E

**Internal School Improvement Specialist:** Alesia Smith



ARKANSAS  
DEPARTMENT  
OF EDUCATION

### Highlights from

#### 3rd Quarter:

- The Carnegie consultant is helping teachers implement Carnegie in Geometry.
- Teachers received materials for math including manipulatives helping students with concepts.
- The school is sending 4 teachers to the NCTM (National Council of Teachers for Mathematics) conference- April 15-18, 2015. Teachers will present to the PLC (Professional Learning Community) and later to the faculty in a mtg.
- The math coach is implementing a book study - *Literacy Strategies for Improving Mathematics Instruction* with the math teachers.
- For testing, the school had 95% participation for PARCC (Partnership for Assessment of Readiness for College and Careers) ELA (English Language Arts).

## Third Quarter ESEA/ IMO Report

- The school had 5 students who won at the UAPB (University of Arkansas Pine Bluff) science fair. They also competed at the Monticello science fair and one won.
- Two students scored 2<sup>nd</sup> and 3<sup>rd</sup> at the ACTM (Arkansas Council for Teachers of Mathematics) in Alg. II and will be going to the state competition.
- The basketball team won the state championship.
- The geometry teacher is working with students in the ISS (In School Suspension) room during his prep. pd.
- One of the counselors achieved National Board Certification in Counseling.
- Tenth graders will be inducted into the National Honor Society. Eligibility criteria is having a 3.5 or above.
- The high school had partnered with the fire dept. They visited the campus and made some recommendations. The school is reexamining the safety drills.
- The school plans to incorporate tutors from UAPB for math, literacy, and biology.
- After school, students can attend sessions from What's Next- Pine Bluff that teaches students how to write entrance essays, college applications, etc.
- EOC PARCC Family Night- 40 parents and students attended on March 9. Parents and students could do hands on activities on math, literacy, and science.

### Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

- No concerns were reported.

b) Building Principal:

- No concerns were reported.

c) Building Leadership Team:

## Third Quarter ESEA/ IMO Report

- Student attendance is still a problem.
- Administrators can't use Ipads for observations due to problems with pulling up forms and downloading.
- .The team has not heard how the RIF policy will affect the school.

### d) School Improvement Specialist:

- The Internet was down district-wide all day Tuesday.
- Administrators can't use Ipads for observations due to problems with pulling up forms and downloading.

### e) Other:

- No concerns were reported.

### Additions/Revisions to current year's PIP/TIP:

- The school is working on its 45 day plan and evaluating the PIP plan's actions for effectiveness.

## Third Quarter ESEA/ IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: 7 Not Met: 1  
 2. Student progress and achievement: Met: 6 Not Met: 4  
 3. Student safety and discipline: Met: 0 Not Met: 0  
 4. Parent and community engagement: Met: 1 Not Met: 0  
 Total IMO's this Quarter: 19 Met: 14 Not Met: 5

| IMO  | Met | Not Met | IMO Area | IMO Date | Explanation/Supporting Data   |
|--|-----|---------|----------|----------|---|
| By March 13, 2015 the Geometry MDC team will complete 3 formative assessment lessons.  | x   |         | 1        | 03/13/15 | The team collected sample assessments and lessons from the Geometry modules. They are also in Live Binders from Arkansas Co-op. |
| By March 13, 2015, LDC teachers with LDC training will complete 3 modules for jurying through the Module Design Collaborative Observers. | x   |         | 1        | 03/13/15 | One Biology teacher and one English teacher have modules with literacy activities and assessments.                              |
| By Jan. 17, 2015, design of and documents for 2 embedded PLC's will be established and approved by the leadership team.                  | x   |         | 1        | 01/17/15 | Sign in sheets indicated faculty and date.  |
| By Feb. 17, 2015, design of and documents for 2 embedded PLC's will be established and approved by the leadership team.                  | x   |         | 1        | 02/17/15 | Sign in sheets indicated faculty and date.  |
| By March 17, 2015, design of and documents for 2 embedded PLC's will be established and approved by the leadership team.                 | x   |         | 1        | 03/17/15 | Sign in sheets indicated faculty and date.  |
| By Jan. 19, 2015, a co-teaching building leadership team will be developed for   | x   |         | 1        | 01/19/15 | Sign in sheets and minutes serve as documentation.  |

## Third Quarter ESEA/ IMO Report

|   |   |   |   |          |   |
|---|---|---|---|----------|---|
| SPED in order to have meetings once a month.  |   |   |   |          |   |
| By Feb. 19, 2015, a co-teaching building leadership team will be developed for SPED in order to have meetings once a month.                     | x |   | 1 | 02/19/15 | Sign in sheets and minutes serve as documentation.  |
| By Feb. 26, 2015, the instructional team will meet twice monthly to review student data and set interim goals.                                  |   | x | 1 | 02/26/15 | The instructional team only met once in Feb. The other mtg. got cancelled due to a faculty mtg.   |
| By January 30, 2015 80% of math and biology teachers will include content driven open response questions in instruction.                        | x |   | 2 | 01/30/15 | The administrator for Patterson uses a check list showing bell ringer, parent contact log, and open response along with teacher's names. 89% of teachers completed the open response. |
| By Feb. 28, 2015 85% of math and biology teachers will include content driven open response questions in instruction.                           | X |   | 2 | 02/28/15 | 93% of teachers submitted open response questions.  |
| By March. 28, 2015 88% of math and biology teachers will include content driven open response questions in instruction.                         | x |   | 2 | 03/28/15 | 88% of teachers submitted open response questions.  |
| By January 30, 2015 80% of all teachers, except math and biology will include content driven prose constructed response prompts in instruction. | x |   | 2 | 01/30/15 | Examples of content driven responses were examined in folders. 95% of the faculty submitted prose constructed responses.  |
| By March 30, 2015 88% of all teachers, except math and biology, will include content driven prose constructed response prompts in instruction.  | x |   | 2 | 03/30/15 | Examples of content driven responses were examined in folders. 95% of the faculty submitted prose constructed responses.  |
| By March 17, 2015, Geometry results from  |   | x | 2 | 03/17/15 | The leadership team reported that the   |

## Third Quarter ESEA/ IMO Report

|   |   |   |   |          |  |
|---|---|---|---|----------|--|
| TLI will indicate 50% proficiency.  |   |   |   |          | district decided not to give the TLI Module 4 assessment in March due to the PARCC assessment. |
| By Feb. 26, 2015, Algebra II results from TLI will indicate 45% proficiency.  | x |   | 2 | 02/26/15 | The results were 53% proficiency.  |
| By March 13, 2015, Algebra II results from TLI will indicate 50% proficiency.   |   | x | 2 | 03/13/15 | There was no March assessment.   |
| By March 19, 2015, 49% of students will score Proficient or Advanced on TLI Language and Reading.   |   | x | 2 | 03/19/15 | There was no March assessment.   |
| By March 19, 2015, students' scores will indicate growth of 4% based on STAR testing data.  |   | x | 2 | 03/19/15 | Scores indicate -2%.   |
|   |   |   |   |          |  |
| None for student safety and discipline  |   |   |   |          |  |
|   |   |   |   |          |  |
| By Feb. 19, 2015, a total of 20 Jr. and/or Sr. students enrolled in the GradPoint program for credit recovery toward graduation will complete at least one credit recovery class. | x |   | 4 | 02/19/15 | 48 students completed GradPoint.   |

### 45-Day Action Plan for Schools in Academic Distress

| <b>District:</b><br>Pine Bluff School District  | <b>School:</b><br>Oak Park Elementary School | <b>Principal:</b><br>Linder Anderson | <b>District SIS or External Provider:</b><br>Evans Newton, Incorporated |   |   |  |
|---|--|--------------------------------------|---|---|---|--|
| <b>ADE Assigned SIS:</b> Dr. Mitzi Smith and Richard Myrick   |  |                                      |   |   |   |  |
| <b>Recommendation 1:</b><br>Grade-level teams should collaboratively develop pre- and post-assessments within instructional units. These units should include strategies that differentiate instruction so that all students' educational needs are met.  |  |                                      |   |   |   |  |
| <b>Description of full implementation of the recommendation:</b><br>The grade-level/subject area teams will meet weekly for at least 45 minutes. Agendas will be provided with norms, as well as sign-in sheets. Minutes of the meeting will be maintained. Units of instruction include pre- and post-tests to assess student mastery of standards-based objectives. Unit pre-tests and post-tests are administered to all students in each grade level and subject covered by the unit of instruction. Unit pre-test and post-test results are reviewed by the Instructional Team. Teachers will individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. Teachers re-teach based on post-test results. Units of instruction include specific learning activities aligned to objectives. Materials for standards-aligned learning activities are well-organized, labeled and stored for convenient use by teachers. |  |                                      |   |   |   |  |
| Objective(s)<br>(Only 1 Required)   | Objective<br>Start Date                      | Objective<br>Completion<br>Date      | Actions/Tasks<br>Required to<br>Meet Objective                          | Timeline<br>for Starting<br>and<br>Completing<br>Task | Person<br>Assigned to<br>Ensure<br>Task<br>Completion | Evaluation of Objective<br><i>[For ADE Personnel]</i>  |
| This recommendation will be addressed during the first quarter of the 2015-2016 school year.  |  |                                      |   |   |   | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |

**Narrative/Description of Progress on Recommendation:** *[For ADE SIS to complete]:*

**Recommendation: 2**

School Leadership should include time in the master schedule for grade-level teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.

**Description of full implementation of the recommendation:**

School leadership Includes time in the master schedule for Instructional Teams to meet. Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. Instructional Teams meet regularly (twice a month or more for at least 45 minutes each meeting) to analyze various student achievement data sets and conduct other business. Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. Teachers individualize instruction based on pre-test results to provide for some students and enhanced learning opportunities for others. Teachers re-teach based on post-test results.

| Objective(s)<br>(Only 1 Required)                        | Objective<br>Start Date | Objective<br>Completion<br>Date | Actions/Tasks<br>Required to<br>Meet Objective | Timeline<br>for Starting<br>and<br>Completing<br>Task | Person<br>Assigned to<br>Ensure<br>Task<br>Completion | Evaluation of Objective<br><i>[For ADE Personnel]</i>  |
|--|-------------------------|---------------------------------|--|---|---|--|
| This recommendation will be addressed in September 2015. |                         |                                 |  |   |   | <u>Obj. 1</u><br><input type="checkbox"/> No evidence of progress<br><input type="checkbox"/> Documentation of progress<br><input type="checkbox"/> # & % tasks implemented<br><input type="checkbox"/> Obj. fully implemented |

**Narrative/Description of Progress on Recommendation:** *[For ADE SIS to complete]:*

**Recommendation 3:**

The principal and instructional facilitators should collaboratively plan School Leadership Team (SLT) meeting agendas, and then provide copies to all SLT team members prior to each meeting so that team members may prepare to address agenda items. Likewise, minutes should be distributed school-wide to keep all stakeholders informed.

**Description of full implementation of the recommendation:**

The School Leadership Team will meet weekly for at least one hour. An agenda with norms will be distributed before each meeting so that SLT team members will be prepared to address agenda items. A sign-in sheet and minutes of the last meeting will be provided. Minutes of the meeting will be taken and support materials/handouts will be attached. Copies of the meeting minutes will be distributed school-wide to all stakeholders.

| Objective(s)<br>(Only 1 Required)   | Objective<br>Start Date | Objective<br>Completion<br>Date | Actions/Tasks<br>Required to<br>Meet Objective  | Timeline<br>for Starting<br>and<br>Completing<br>Task | Person<br>Assigned to<br>Ensure<br>Task<br>Completion | Evaluation of Objective<br><i>[For ADE Personnel]</i>   |
|---|-------------------------|---------------------------------|---|---|---|---|
| <u>Obj. 1</u><br>Inform stakeholders by distributing SLT meeting agendas and minutes through various means of communication to keep them abreast of school wide events. | 08/11/14                | 03/20/15                        | 1A. Principal and instructional facilitators collaboratively plan SLT meeting agendas.      | 08/11/14<br>10/17/14                                  | Linder<br>Anderson<br>Principal                       | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ & % tasks implemented<br><u>X</u> Obj. fully implemented   |
|   |                         |                                 | 1B. The process manager provides SLT meeting agendas to team members prior to each meeting. | 08/11/14<br>10/17/14                                  | Ms. Jones<br>Parent<br>Facilitator                    | Leadership Team meeting agendas and minutes are maintained by the process manager and are available onsite. Hardcopies of SLT meeting agendas and minutes are published, posted, and distributed through school calendars and fliers/notices, staff bulletins, e-mails, office bulletin board posts, Instructional Team meetings, school-wide assemblies, and |
|   |                         |                                 | 1C. The process manager will maintain SLT meeting minutes within ACSIP.                     | 08/11/14<br>10/17/14                                  | Ms. Jones<br>Parent<br>Facilitator                    |   |

|   |  |  |  |                      |                                    |                          |
|---|--|--|--|----------------------|------------------------------------|--------------------------|
|   |  |  | 1D. In addition to ACSIP posting, meeting agendas and minutes are distributed through a variety of venues. | 08/11/14<br>03/20/15 | Ms. Jones<br>Parent<br>Facilitator | parent/teacher meetings. |
| <b>Narrative/Description of Progress on Recommendation:</b> <u>[For ADE SIS to complete]:</u> |  |  |  |                      |                                    |                          |

**Recommendation 4:**

The School Leadership Team should establish norms to protect and use SLT meeting time to efficiently and effectively address agenda items, including regular monitoring of progress toward reaching school improvement goals.

**Description of full implementation of the recommendation:**

The School Leadership Team will meet weekly for at least one hour. An agenda with norms will be distributed before each meeting so that SLT team members will be prepared to address agenda items. A sign-in sheet and minutes of the last meeting will be provided. Minutes of the meeting will be taken and support materials/handouts will be attached. Copies of the meeting minutes will be distributed school-wide to all stakeholders. School Leadership monitors weekly the progress of reaching the school improvement goals through the review of weekly school improvement objectives (as provided by the School Improvement Specialist), CWTs, Lesson Plans, and pre- and post-test data.

| <b>Objective(s)</b><br>(Only 1 Required)   | <b>Objective Start Date</b> | <b>Objective Completion Date</b> | <b>Actions/Tasks Required to Meet Objective</b>  | <b>Timeline for Starting and Completing Task</b> | <b>Person Assigned to Ensure Task Completion</b>                       | <b>Evaluation of Objective</b><br><i>[For ADE Personnel]</i>  |
|--|-----------------------------|----------------------------------|--|--|--|---|
| <u>Obj. 1</u><br>The School Leadership Team will use SLT meeting time to efficiently and effectively plan, monitor, and evaluate school improvement initiatives. | 08/11/14                    | 03/20/15                         | 1A. The School Leadership Team will meet weekly for at least one hour.<br><br>1B. The SLT will establish and consistently implement norms for conducting meetings. | 08/11/14<br>10/17/14<br><br>08/11/14<br>10/17/14 | Linder<br>Anderson<br>Principal<br><br>Linder<br>Anderson<br>Principal | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br><u>X</u> Obj. fully implemented |

|  |  |  |  |                              |  |   |
|--|--|--|--|------------------------------|--|---|
|  |  |  | <p>1C. Literacy and math instructional facilitators provide data reports to the SLT related to five key areas:</p> <ol style="list-style-type: none"> <li>1. student achievement in literacy</li> <li>2. student achievement in math</li> <li>3. academic achievement of students with disabilities</li> <li>4. student attendance</li> <li>5. student discipline</li> </ol> | <p>08/11/14<br/>02/27/15</p> | <p>Linder<br/>Anderson<br/>Principal</p> | <p>Leadership team meeting agendas and minutes indicate dates and times for meetings, document norms were established and consistently implemented, and that the SLT reviewed student achievement data in math and literacy, with a specific focus on students with disabilities. Additionally, barriers to improvement and strategies to remove them were identified when data indicated little or no improvement.</p> |
|  |  |  | <p>1D. Based on data analyses, barriers to improvement are identified and solutions are determined to address them.</p>  | <p>08/11/14<br/>02/27/15</p> | <p>Linder<br/>Anderson<br/>Principal</p> |   |

**Narrative/Description of Progress on Recommendation:** [For ADE SIS to complete]:

**Recommendation 5:**

School leadership should facilitate the development of school-wide behavioral expectations for consistent implementation in all classrooms. All teachers should display classroom rules that include positive, as well as, negative consequences students will earn based on their behavioral choices.

**Description of full implementation of the recommendation:**

The School Leadership Team will develop positive school culture behavioral norms. Display Posters (“Zebras SOAR in the Classroom”) with the norms will be developed and distributed to each teacher for display in the classroom, hallways, cafeteria, etc. All teachers will display classroom rules and procedures in the classroom that include positive and/or negative consequences students will earn based on behavioral choices. School Leadership monitors daily through Classroom Walkthroughs (CWTs), teacher feedback, and individual student discipline infractions.

| Objective(s)<br>(Only 1 Required)  | Objective<br>Start Date | Objective<br>Completion<br>Date | Actions/Tasks<br>Required to<br>Meet Objective | Timeline<br>for Starting<br>and<br>Completing<br>Task | Person<br>Assigned to<br>Ensure<br>Task<br>Completion | Evaluation of Objective<br><i>[For ADE Personnel]</i>  |
|--|-------------------------|---------------------------------|--|---|---|--|
| This recommendation will be addressed during the first quarter of the 2015-2016 school year. |                         |                                 |  |   |   | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |

**Narrative/Description of Progress on Recommendation:** *[For ADE SIS to complete]:*

**Recommendation 6:**

School Leadership should closely monitor implementation levels of the school's discipline policy to ensure consistency.

**Description of full implementation of the recommendation:**

The School Leadership monitors daily through Classroom Walkthroughs (CWTs), teacher feedback and individual student discipline refractions. Student discipline data will be entered into e-school daily.

| <b>Objective(s)</b><br>Only 1<br>Required  | <b>Objective<br/>Start Date</b> | <b>Objective<br/>Completion<br/>Date</b> | <b>Actions/Tasks<br/>Required to<br/>Meet Objective</b> | <b>Timeline<br/>for Starting<br/>and<br/>Completing<br/>Task</b> | <b>Person<br/>Assigned to<br/>Ensure<br/>Task<br/>Completion</b> | <b>Evaluation of Objective</b><br><i>[For ADE Personnel]</i>   |
|--|---------------------------------|--|---|--|--|--|
| This objective will be addressed during the first quarter 2015-2016 school year. |                                 |  |   |  |  | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |

**Narrative/Description of Progress on Recommendation:** *[For ADE SIS to complete]*:

**Recommendation 7:**

District leadership should develop and implement a comprehensive plan to recruit and retain highly-qualified principals who can provide effective instructional leadership.

**Description of full implementation of the recommendation:**

1. Pine Bluff School District will identify possible principal candidates to train through a local Principal Institute. *(Evidence: Agenda, Sign-in-Sheet, Guidelines for Selection)*
2. Release time will be provided for principal candidates to shadow highly-skilled principals. *(Evidence: Develop guidelines for determining highly skilled principals, a process for matching candidates with highly-skilled principals, schedules for release time, and funding for subs as needed)*
3. Principal candidates will demonstrate the competencies to lead School Turnaround as indicated through the University of Virginia School Turnaround Behavior Event Interview process.
  - a. Principals are able to take responsibility in improving school outcomes and implementing initiatives to accomplish sustainable results, based on understanding and analysis of the challenges of the school.
  - b. The principal has high standards and is mindful of school performance needs and holds others accountable for high standards.
  - c. Principals demonstrate a commitment to students as evidenced by a belief in own capability and the courage to take a stand on behalf of students.
  - d. Principals demonstrate the ability to analyze issues and opportunities in a logical way, and to recognize cause and effect.
  - e. Principals work with a team of adults to leverage their input, to develop actionable and tangible goals, and to implement change in the school.
  - f. Principals demonstrate the ability to analyze issues and opportunities in a logical way, and to recognize cause and effect.
  - g. Principals demonstrate the ability to see meaningful patterns among seemingly unrelated issues or ideas, leading to new ideas or fresh perspectives.
4. The district will implement the Arkansas Department of Education Teacher Cadets Program. *(Evidence: ADE MOU signed and approved, flyers and information packets for students, partnership with UAPB, Revised course catalog)*
5. District leadership will build a systemic collaboration with surrounding universities for the identification of potential leadership candidates (i.e. UAPB, UALR, ASU, UA Monticello, Henderson University, ASU, UCA, Southern Arkansas University, Magnolia, and Harding University). *(Evidence: Records of communication (i.e., letter/calendar) and attendance at job fairs)*

| Objective(s)<br>(Only 1<br>Required)  | Objective<br>Start Date | Objective<br>Completion<br>Date | Actions/Tasks<br>Required to<br>Meet Objective | Timeline<br>for Starting<br>and<br>Completing<br>Task | Person<br>Assigned to<br>Ensure<br>Task<br>Completion | Evaluation of Objective<br><i>[For ADE Personnel]</i>  |
|---|-------------------------|---------------------------------|--|---|---|--|
| This recommendation will be addressed during the first quarter of the 2015-2016 school year.  |                         |                                 |  |   |   | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |
|   |                         |                                 |  |   |   |  |
| <b>Narrative/Description of Progress on Recommendation:</b> <i>[For ADE SIS to complete]:</i> |                         |                                 |  |   |   |  |

**Recommendation 8:**

District leadership should facilitate sessions for collaborative development of a rigorous, curriculum that is horizontally and vertically (K-12) aligned to Arkansas Frameworks.

**Description of full implementation of the recommendation:**

*Pine Bluff School District's Curriculum, Assessment, & Instructional Planning will include collaboration in developing and maintaining a rigorous curriculum that is horizontally and vertically aligned to Arkansas Frameworks.*

1. Instructional Teams will develop aligned, standards-based units of instruction for literacy and math, grades 3-12.
2. Units of instruction include standards-based objectives and criteria for mastery in literacy and math, grades 3-12.
3. Units of instruction include pre- and post-tests to assess student mastery of standards-based objectives.
  - a. Unit pre-test and post-test are administered to all students in the grade level and subject covered by the unit of instruction (*Evidence: UVA individual teacher plans - Smith*).
  - b. Unit pre-test and post-test results are reviewed by Instructional Teams (*Evidence: PLCs agendas/minutes & PDs agendas - Smith*).
4. Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others (*Evidence: UVA individual teacher plans, Saturday School, after-school tutoring programs, including churches/boys and girls club*).
5. Units of instruction include specific learning activities aligned to objectives (*Evidence: curriculum documents*).
6. Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers (*Evidence: math and literacy inventory lists/kits*).
7. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and plan instructional strategies (*Evidence: PLC agendas/minutes, teacher plans*).
8. Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention, both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives. (*Evidence: Individual teacher plans, notes from PLC and intervention teams and intervention schedules*).

| Objective(s)<br>(Only 1 Required)  | Objective<br>Start Date | Objective<br>Completion<br>Date | Actions/Tasks<br>Required to<br>Meet Objective | Timeline<br>for Starting<br>and<br>Completing<br>Task | Person<br>Assigned to<br>Ensure<br>Task<br>Completion | Evaluation of Objective<br><i>[For ADE Personnel]</i>  |
|--|-------------------------|---------------------------------|--|---|---|--|
| This recommendation will be addressed during the 4 <sup>th</sup> quarter.                    |                         |                                 |  |   |   | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |
|  |                         |                                 |  |   |   | <u>Obj. 2</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |
| <b>Narrative/Description of Progress on Recommendation:</b> <i>[For ADE SIS to complete]</i> |                         |                                 |  |   |   |  |

### 45-Day Action Plan for Schools in Academic Distress

|   |                                     |   |   |
|---|-------------------------------------|---|---|
| <b>District:</b> Pine Bluff School District   | <b>School:</b> Belair Middle School | <b>Principal:</b><br>Dr. Suzette Bloodman | <b>District SIS or<br/>External Provider:</b> Elbow<br>to Elbow |
| <b>ADE Assigned SIS:</b> Dr. Mitzi Smith and Richard Myrick   |                                     |   |   |
| <b>Recommendation 1:</b><br>District and school leadership, with guidance from the internal school improvement specialist assigned to the school, should plan and provide ongoing, job-embedded professional development to support teachers' effective implementation of research-based instructional strategies to meet the individual learning needs of all students   |                                     |   |   |
| <b>Description of full implementation of the recommendation:</b><br>Professional Development in Pine Bluff School District will be based on the following: <ol style="list-style-type: none"> <li>1. Principal compilation of reports from classroom observations, showing aggregate areas of strength and areas that need improvement (without revealing the identity of individual teachers).</li> <li>2. Observations by the principal, instructional facilitators, and peers related to indicators of effective teaching and classroom management.</li> <li>3. Teachers' self-assessment related to indicators of effective teaching and classroom management.</li> </ol> Opportunities for teachers to share their strengths with other teachers will be planned, as well as opportunities for the entire faculty to participate in training based on an assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. |                                     |   |   |

| Objective(s)<br>(Only 1 Required)   | Objective<br>Start Date | Objective<br>Completion<br>Date | Actions/Tasks<br>Required to<br>Meet Objective  | Timeline<br>for Starting<br>and<br>Completing<br>Task                                  | Person<br>Assigned to<br>Ensure<br>Task<br>Completion  | Evaluation of<br>Objective<br><i>[For ADE Personnel]</i>  |
|---|-------------------------|---------------------------------|---|--|--|---|
| Obj. 1:<br>Evaluate school<br>and district level<br>professional<br>development (PD)<br>to determine if PD<br>is implemented<br>effectively and<br>making an impact<br>on student<br>achievement. | 09/01/14                |                                 | <p>1A. Each teacher will complete a self-assessment and create a professional growth plan PGP).</p> <p>1B. School leadership will run CWT, discipline, and attendance reports for analysis by the Leadership Team to guide building-level professional development.</p> <p>1C. Building principals will provide an updated analysis and sharing of data as indicated above during the monthly principals' meeting with district leadership.</p> | <p>09/01/14<br/>09/15/14</p> <p>10/01/14<br/>03/20/15</p> <p>02/25/15<br/>03/20/15</p> | <p>Dr. Bone<br/>curriculum<br/>director</p> <p>Dr. Bloodman<br/>principal</p> <p>R. Howard<br/>and<br/>S. Anderson<br/>assistant<br/>superintendents</p> | <p>Obj. 1</p> <p>___ No evidence of progress</p> <p><u>X</u> Documentation of progress</p> <p><u>4</u> # &amp; <u>45</u>% tasks implemented</p> <p>___ Obj. fully implemented</p> |

|   |          |  |  |                      |  |  |
|---|----------|--|--|----------------------|--|--|
|   |          |  | 1D. District leadership will provide training for school leadership on the requirements and expectations as identified in the adopted professional development plan.                                   | 02/25/15<br>03/20/15 | Dr. Bone<br>curriculum<br>director                               |  |
| <u>Obj. 2:</u> Ensure that the district's and school's infrastructure is sufficient to support ongoing job-embedded professional development. | 02/25/15 |  | 2A. Work with ADE Standards Unit to evaluate master schedules for efficient and effective use of human resources and time. An onsite training visit will be scheduled after a review of all documents. | 02/25/15<br>03/20/15 | Dr. Bloodman<br>principal<br>and<br>Alesia Smith<br>district SIS | <u>Obj. 2</u><br>___ No evidence of progress<br>_x_ Documentation of progress<br>_1_ # & 33% tasks implemented<br>___ Obj. fully implemented |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

**Narrative/Description of Progress on Recommendation:** *[For ADE SIS to complete]*.

**Recommendation 2:**

District leadership should facilitate sessions for collaborative development of a rigorous, curriculum that is horizontally and vertically (K-12) aligned to Arkansas Frameworks.

**Description of full implementation of the recommendation:**

Pine Bluff School District's curriculum, assessment, and instructional planning will include collaboration in developing and maintaining a rigorous curriculum that is horizontally and vertically aligned to Arkansas Frameworks as indicated by the following research-based standards. Instructional Teams develop standards-aligned units of instruction for each subject and grade level. Units of instruction include standards-based objectives and criteria for mastery. Units of instruction include pre- and post-tests to assess student mastery of standards-based objectives. Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. Unit pre-test and post-test results are reviewed by the Instructional Team. Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities (enrichment) for others. Units of instruction include specific learning activities aligned to objectives. Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and plan instructional strategies. Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).

| <b>Objective(s)</b><br>(Only 1 Required)                         | <b>Objective<br/>Start<br/>Date</b> | <b>Objective<br/>Completion<br/>Date</b> | <b>Actions/Tasks<br/>Required to<br/>Meet Objective</b> | <b>Timeline<br/>for Starting<br/>and<br/>Completing Task</b> | <b>Person<br/>Assigned<br/>to Ensure<br/>Task<br/>Completion</b> | <b>Evaluation of<br/>Objective</b><br><i>[For ADE Personnel]</i>   |
|--|-------------------------------------|--|---|--|--|--|
| This recommendation will be addressed during the fourth quarter. |                                     |  |   |  |  | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  | <u>Obj. 2</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |
| <b>Narrative/Description of Progress on Recommendation:</b> <u>[For ADE SIS to complete]</u> : |  |  |  |  |  |  |

**Recommendation 3:**

Grade-level teams should collaboratively develop pre- and post-unit assessments within instructional units. These units should include strategies that differentiate instruction so all students' educational needs are met.

**Description of full implementation of the recommendation:**

Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. Unit pre-test and post-test results are reviewed by the Instructional Team. Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. Teachers re-teach based on post-test results. Units of instruction include specific learning activities aligned to objectives. Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.

| <b>Objective(s)</b><br>Only 1 Required                                  | <b>Objective<br/>Start Date</b> | <b>Objective<br/>Completion<br/>Date</b> | <b>Actions/Tasks<br/>Required to<br/>Meet Objective</b> | <b>Timeline<br/>for Starting<br/>and<br/>Completing<br/>Task</b> | <b>Person<br/>Assigned to<br/>Ensure<br/>Task<br/>Completion</b> | <b>Evaluation of Objective</b><br><i>[For ADE Personnel]</i>   |
|---|---------------------------------|--|---|--|--|--|
| This recommendation will be addressed during the 2015-2016 school year. |                                 |  |   |  |  | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  | <u>Obj. 2</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |
| <b>Narrative/Description of Progress on Recommendation:</b> <u>[For ADE SIS to complete]</u> : |  |  |  |  |  |  |

**Recommendation 4:**

School leadership should include time in the master schedule for grade-level teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.

**Description of full implementation of the recommendation:****Leadership Includes Time in Master Schedule for Grade-Level Team Meetings**

2A. Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. **Analyze Various Student Achievement Data Set.** 2B. Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business. **Monitoring Progress and Promoting Differentiated Instruction** 2C. Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. **Data Analyses Focused on Individual Interventions** 2D. Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. Teachers re-teach based on post-test results.

| Objective(s)<br>Only 1<br>Required   | Objective<br>Start Date | Objective<br>Completion<br>Date | Actions/Tasks<br>Required to<br>Meet Objective                | Timeline<br>for Starting<br>and<br>Completing<br>Task | Person Assigned<br>to Ensure<br>Task Completion | Evaluation of Objective<br><i><b>[For ADE Personnel]</b></i>  |
|--|-------------------------|---------------------------------|---|---|---|---|
| <u>Obj. 1</u><br>Instructional teams meet within the school day to regularly analyze student achievement data to monitor | 08/02/14                | 03/20/15                        | 1A. Organize teachers within grade-level instructional teams. | 08/02/14<br>08/11/14                                  | Dr. Bloodman<br>principal                       | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br><u>x</u> Obj. fully implemented |

|  |  |  |   |                      |   |   |
|--|--|--|---|----------------------|---|---|
| student progress and differentiate instruction to meet the learning needs of all students. |  |  | 1B. Instructional teams meet 1-2 hours weekly. Agendas (Ms. Grady) and minutes (Ms. Lavender) will be maintained.   | 08/18/14<br>03/20/15 | Ms. Grady<br>Ms. Lavender<br>team leaders | Instructional team meeting agendas and minutes indicate team members, dates and times of meetings, and work completed. Memorandums are distributed during faculty meetings and inner-office mail, and posted in teacher work areas. |
|  |  |  | 1C. During team meetings, members will review minutes and reflect on progress since the last meeting, have guided conversations to update instruction, modify skill sets, and mediate discipline. | 08/18/14<br>03/20/15 | Ms. Grady<br>Ms. Lavender<br>team leaders |   |
|  |  |  | 1D. Team leaders will provide weekly bulletins through e-mails and memorandums.   | 08/18/14<br>03/20/15 | Ms. Grady<br>Ms. Lavender<br>team leaders |   |
| Narrative/Description of Progress on Recommendation: <u>[For ADE SIS to complete]:</u>     |  |  |   |                      |   |   |

### 45-Day Action Plan for Schools in Academic Distress

|  |  |  |   |
|--|--|--|---|
| <b>District:</b><br>Pine Bluff School District | <b>School:</b><br>Pine Bluff High School | <b>Principal:</b><br>Dr. Michael Nellums | <b>District SIS or External Provider:</b><br>Elbow to Elbow |
|--|--|--|---|

**ADE Assigned SIS:** Dr. Mitzi Smith and Richard Myrick

**Recommendation 1:**

School leadership should facilitate the assessment of all students' reading levels with a standard reading assessment to accurately determine reading levels.

**Description of full implementation of the recommendation:**

Pine Bluff High School will administer a STAR assessment to every student enrolled in a language arts class (10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>). The STAR test will be administered three times per year for monitoring progress and growth. That data will be provided to all language arts teaching staff and the administration to formulate individual academic improvement plans based upon reading levels as determined by the exam. Pine Bluff High School will share out the data to all faculty members in PLCs and provide an electronic copy of the STAR results to each teacher.

| Objective(s)<br>(Only 1 required)  | Objective Start Date | Objective Completion Date | Actions/Tasks Required to Meet Objective  | Timeline for Starting and Completing Task | Person Assigned to Ensure Task Completion | Evaluation of Objective<br><i>[For ADE Personnel]</i>  |
|--|----------------------|---------------------------|---|---|---|--|
| <u>Obj. 1</u><br>Pine Bluff High School will analyze STAR assessment data to formulate and monitor progress of individual academic | 10/01/14             |                           | 1A. Language arts teachers will administer a STAR assessment to all students during the month of October. | 10/01/14<br>10/31/14                      | Ms. White<br>literacy coach               | <u>Obj. 1</u><br>___ No evidence of progress<br><u>x</u> Documentation of progress<br><u>6</u> # & <u>67</u> % tasks implemented<br>___ Obj. fully implemented |

|   |  |  |   |                      |                             |   |
|---|--|--|---|----------------------|-----------------------------|---|
| improvement plans (AIP) for students who do not perform at proficient or advanced levels. |  |  | 1B. Results from the October STAR administration will be provided to all language arts teachers and administrators to formulate AIPs.                   | 10/01/14<br>10/31/14 | Ms. White<br>literacy coach | AIPs for students who do not perform at proficient or advanced levels have been formulated and progress has been documented based on STAR Growth Reports. |
|   |  |  | 1C. Results from the October STAR administration will be provided to all faculty members in Instructional Team meetings (PLCs).                         | 10/01/14<br>10/31/14 | Ms. White<br>literacy coach | STAR reports dated in October and January indicate the assessment was administered during the targeted timeline.  |
|   |  |  | 1D. Language arts teachers will administer a STAR assessment to all students during the month of January.   | 01/05/15<br>01/31/15 | Ms. White<br>literacy coach | Agendas and minutes from instructional team and faculty meetings reflect the distribution of STAR reports during the targeted timeline.                   |
|   |  |  | 1E. Results from the January STAR administration will be provided to all language arts teachers and administrators to monitor students' progress toward | 01/05/15<br>01/31/15 | Ms. White<br>literacy coach |   |

|  |  |  |  |                      |                             |  |
|--|--|--|--|----------------------|-----------------------------|--|
|  |  |  | meeting AIP goals.   |                      |                             |  |
|  |  |  | 1F. Results from the January STAR administration will be provided to all faculty members in Instructional Team meetings (PLCs).  | 01/05/15<br>01/31/15 | Ms. White<br>literacy coach |  |
|  |  |  | 1G. Language arts teachers will administer a STAR assessment to all students during the month of May.  | 05/01/15<br>05/30/15 | Ms. White<br>literacy coach |  |
|  |  |  | 1H. Results from the May STAR administration will be provided to all language arts teachers and administrators to monitor students' progress toward meeting AIP goals. | 05/01/15<br>05/30/15 | Ms. White<br>literacy coach |  |
|  |  |  | 1I. Results from the May STAR administration will be provided to all faculty members in  | 05/01/15<br>05/30/15 | Ms. White<br>literacy coach |  |

|   |  |  |                                     |  |  |  |
|---|--|--|-------------------------------------|--|--|--|
|   |  |  | Instructional Team meetings (PLCs). |  |  |  |
| <b>Narrative/Description of Progress on Recommendation:</b> <i>[For ADE SIS to complete]:</i> |  |  |                                     |  |  |  |

**Recommendation 2:**

School leadership should facilitate the development of a school-wide literacy initiative aligned to Arkansas Frameworks and inclusive of research-based instructional strategies.

**Description of full implementation of the recommendation:**

Edit and revise the existing school wide literacy plan (developed December 2014) yearly to address the needs of current students. The literacy coach will model highly effective literacy strategies for the faculty.

| Objective(s)<br>(Only 1<br>Required)  | Objective<br>Start Date | Objective<br>Completion<br>Date | Actions/Tasks<br>Required to<br>Meet Objective   | Timeline<br>for Starting and<br>Completing Task                  | Person<br>Assigned to<br>Ensure<br>Task<br>Completion                          | Evaluation of Objective<br><i>[For ADE Personnel]</i>  |
|---|-------------------------|---------------------------------|--|--|--|--|
| <u>Obj 1:</u><br>Pine Bluff High School will develop, implement, monitor, and evaluate a school-wide plan for implementing standards-based literacy curriculum that meets the learning needs of all students. | 12/01/14                |                                 | 1A. School leadership will facilitate the development of a school-wide plan for implementing standards-based literacy curriculum that meets the learning needs of all students.<br><br>1B. Provide professional development with all faculty members related to implementing the plan across the | 12/01/14<br>12/31/14<br><br><br><br><br><br>01/05/15<br>03/20/15 | Dr. Nellums<br>Principal<br><br><br><br><br><br>Ms. White<br>literacy<br>coach | <u>Obj. 1</u><br>___ No evidence of progress<br><u>X</u> Documentation of progress<br><u>2</u> # & <u>50%</u> tasks implemented<br>___ Obj. fully implemented<br><br>A school-wide literacy plan was developed in December 2014. Sign-in sheets from professional development activities and Instructional Team meeting agendas and minutes indicate the literacy coach provided training, modeling, and follow-up support to teachers for implementing literacy |

|   |  |  |             |  |  |                                   |
|---|--|--|-------------|--|--|-----------------------------------|
|   |  |  | curriculum. |  |  | strategies across the curriculum. |
| <b>Narrative/Description of Progress on Recommendation:</b> <u><i>[For ADE SIS to complete]</i></u> : |  |  |             |  |  |                                   |

**Recommendation 3:**

School leadership, in collaboration with the internal school improvement specialist, should develop a plan to monitor and assess the effectiveness of the literacy initiative.

**Description of full implementation of the recommendation:**

Monitor for growth by reviewing the STAR results after each of the three assessments. Evaluate in PLCs writing samples of student work every 4 ½ weeks.

| <b>Objective(s)</b><br>(Only 1 Required)                         | <b>Objective<br/>Start Date</b> | <b>Objective<br/>Completion<br/>Date</b> | <b>Actions/Tasks<br/>Required to<br/>Meet Objective</b> | <b>Timeline<br/>for Starting and<br/>Completing<br/>Task</b> | <b>Person<br/>Assigned to<br/>Ensure<br/>Task<br/>Completion</b> | <b>Evaluation of Objective</b><br><i>[For ADE Personnel]</i>   |
|--|---------------------------------|--|---|--|--|--|
| This recommendation will be addressed during the fourth quarter. |                                 |  |   |  |  | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  | <u>Obj. 2</u><br>___No evidence of progress<br>___Documentation of progress<br>___# & % tasks implemented<br>___Obj. fully implemented |
| <b>Narrative/Description of Progress on Recommendation:</b> <u>[For ADE SIS to complete]</u> : |  |  |  |  |  |  |

**Recommendation 4:**

District leadership will support technological resources so teachers can effectively integrate technology into classroom instruction and students can access programs for enrichment and remediation.

**Description of full implementation of the recommendation:**

When fully implemented Pine Bluff School District technological resources will be available so that teachers can effectively integrate technology into classroom instruction as indicated below:

Students are engaged and on task. Students grades K-7 will meet standards as identified in International Society for Technology in Education (ISTE) Standards. (*EasyTech Alignment to ISTE*). All teachers assess student mastery in ways other than those provided by the computer program. All students will locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Teachers will address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources. Teachers will model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use informational resources to support research and learning. The District will develop a plan for implementation of the ISTE Standards in grade eight. Computer Science Teachers will demonstrate effective content pedagogical strategies that make the discipline comprehensible to students.

| Objective(s)<br>(Only 1<br>Required)                     | Objective<br>Start Date | Objective<br>Completion<br>Date | Actions/Tasks<br>Required to<br>Meet Objective | Timeline<br>for Starting and<br>Completing Task | Person<br>Assigned to<br>Ensure<br>Task<br>Completion | Evaluation of Objective<br><i>[For ADE Personnel]</i>   |
|--|-------------------------|---------------------------------|--|---|---|---|
| This recommendation will be addressed in September 2015. |                         |                                 |  |   |   | Obj. 1<br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  | <u>Obj. 2</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |
| <b>Narrative/Description of Progress on Recommendation:</b> <u>[For ADE SIS to complete]</u> . |  |  |  |  |  |  |

**Recommendation 5:**

District leadership should develop a plan to ensure consistent availability of instructional technology.

**Description of full implementation of the recommendation:**

When fully implemented, the district's technology plan will result in the availability of instructional technology for all teachers and other staff. Participate in a technology audit to determine needs. Prioritize needed updates. Implement updates as prioritized. Conduct a test run to determine current status of technology. Reevaluate status and update as needed. Technology will be reliable and easily accessible.

| Objective(s)<br>Only 1 required                          | Objective<br>Start Date | Objective<br>Completion<br>Date | Actions/Tasks<br>Required to<br>Meet Objective | Timeline<br>for Starting and<br>Completing Task | Person<br>Assigned to<br>Ensure<br>Task<br>Completion | Evaluation of Objective<br><i><b>[For ADE Personnel]</b></i>   |
|--|-------------------------|---------------------------------|--|---|---|--|
| This recommendation will be addressed in September 2015. |                         |                                 |  |   |   | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented<br><br><u>Obj. 2</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |

**Narrative/Description of Progress on Recommendation:** *[For ADE SIS to complete]:*

**Recommendation 6:**

Building leadership should identify materials and supplies that are needed for students and teachers and then plan methods for securing necessary materials and equipment.

**Description of full implementation of the recommendation:**

Create training on state and federal funds spending. Conduct a needs assessment and create a prioritized list by department to be presented to the Leadership Team.

| <b>Objective(s)</b><br>(Only 1 Required)              | <b>Objective<br/>Start Date</b> | <b>Objective<br/>Completion<br/>Date</b> | <b>Actions/Tasks<br/>Required to<br/>Meet Objective</b> | <b>Timeline<br/>for Starting and<br/>Completing<br/>Task</b> | <b>Person<br/>Assigned to<br/>Ensure<br/>Task<br/>Completion</b> | <b>Evaluation of Objective</b><br><i>[For ADE Personnel]</i>   |
|---|---------------------------------|--|---|--|--|--|
| This recommendation will be addressed September 2015. |                                 |  |   |  |  | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented<br><br><u>Obj. 2</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |

**Narrative/Description of Progress on Recommendation:** *[For ADE SIS to complete]:*

**Recommendation 7:**

School leadership should develop a process for regularly examining student data to set interim goals with instructional teams or all faculty as appropriate. The process could include the following: (1) spend more time working with teachers and improving student achievement through PLC participation and classroom observations (2) work with the leadership team to establish PLC expectations for teachers.

**Description of full implementation of the recommendation:**

Create expectations/norms for PLCs and school meetings. Pine Bluff High School examines data collected from monthly Turnaround Principle PLCs. Pine Bluff High School examines data in the tested areas (math, literacy, biology) during PLCs. The Leadership Team will examine CWT data results monthly with written feedback to teachers during faculty meetings.

| <b>Objective(s)</b><br>(Only 1 Required)                 | <b>Objective Start Date</b> | <b>Objective Completion Date</b> | <b>Actions/Tasks Required to Meet Objective</b> | <b>Timeline for Starting and Completing Task</b> | <b>Person Assigned to Ensure Task Completion</b> | <b>Evaluation of Objective</b><br><i>[For ADE Personnel]</i>   |
|--|-----------------------------|----------------------------------|---|--|--|--|
| This recommendation will be addressed in September 2015. |                             |                                  |   |  |  | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented                               |
|  |                             |                                  |   |  |  | <u>Obj. 2</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |

**Narrative/Description of Progress on Recommendation:** *[For ADE SIS to complete]:*

**Recommendation 8:**

District leadership should facilitate sessions for collaborative development of a rigorous, curriculum that is horizontally and vertically (K-12) aligned to Arkansas Frameworks.

**Description of full implementation of the recommendation:**

*Pine Bluff School District's Curriculum, Assessment, & Instructional Planning will include collaboration in developing and maintaining a rigorous curriculum that is horizontally and vertically aligned to Arkansas Frameworks as indicated by the following research-based standards.*

Instructional Teams develop standards-aligned units of instruction for each subject and grade level. Units of instruction include standards-based objectives and criteria for mastery. Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. Unit pre-test and post-test results are reviewed by the Instructional Team. Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities (enrichment) for others. Units of instruction include specific learning activities aligned to objectives. Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and plan instructional strategies. Instructional Teams review the results of unit pre- and post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives). Instructional Teams review the results of unit pre- and post-tests to make decisions about curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).

| Objective(s)<br>(Only 1<br>Required)  | Objective<br>Start Date | Objective<br>Completion<br>Date | Actions/Tas<br>ks<br>Required to<br>Meet<br>Objective | Timeline<br>for Starting and<br>Completing Task | Person Assigned<br>to Ensure<br>Task Completion | Evaluation of Objective<br><b><u>[For ADE Personnel]</u></b>   |
|---|-------------------------|---------------------------------|---|---|---|--|
| This<br>recommendation<br>will be addressed<br>during the fourth<br>quarter.                  |                         |                                 |   |   |   | <u>Obj. 1</u><br>___ No evidence of<br>progress<br>___ Documentation of<br>progress<br>___ # & % tasks<br>implemented<br>___ Obj. fully<br>implemented<br><br><u>Obj. 2</u><br>___ No evidence of<br>progress<br>___ Documentation of<br>progress<br>___ # & % tasks<br>implemented<br>___ Obj. fully<br>implemented |
| Narrative/Description of Progress on Recommendation <b><u>[For ADE SIS to complete]</u></b> : |                         |                                 |   |   |   |  |

**Recommendation 9:**

District leadership should build capacity within the high school so that instructional coaches score interim assessments and provide immediate results to students and teachers.

**Description of full implementation of the recommendation:**

When fully implemented, Pine Bluff High School principal, coaches and teachers will have developed the capacity needed to be effective leaders. The principal develops the leadership capacity of others in the school. To ensure reliable scoring of open response assessment items, teachers will be trained to use item-specific scoring guides developed for each assessment, with reliability of scoring for each scorer checked carefully throughout the scoring process by multiple scorers. Teachers will be able to use released sample tasks and the annotated scoring guides to understand the rigor required to produce “on track” or “college and career ready” work as defined by the PARCC assessments. When working to help students develop an understanding of specific writing skills, the classroom teacher will use language from one of the dimensions on the rubric, along with models of student writing, to exemplify the criteria for mastery of a skill.

| <b>Objective(s)</b><br>(Only 1<br>Required)              | <b>Objective<br/>Start Date</b> | <b>Objective<br/>Completion<br/>Date</b> | <b>Actions/Tasks<br/>Required to<br/>Meet Objective</b> | <b>Timeline<br/>for Starting and<br/>Completing<br/>Task</b> | <b>Person<br/>Assigned to<br/>Ensure<br/>Task<br/>Completion</b> | <b>Evaluation of Objective</b><br><i>[For ADE Personnel]</i>   |
|--|---------------------------------|--|---|--|--|--|
| This recommendation will be addressed in September 2015. |                                 |  |   |  |  | <u>Obj. 1</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented<br><br><u>Obj. 2</u><br>___ No evidence of progress<br>___ Documentation of progress<br>___ # & % tasks implemented<br>___ Obj. fully implemented |

**Narrative/Description of Progress on Recommendation:** *[For ADE SIS to complete]:*



# Academic Distress Plan 2014



*Moving From Good to Great!*

Pine Bluff School District

# **Report to the Board of Directors Office of the Superintendent**

Division of Federal & State Programs

## **Board of Directors**

Mr. Harold Jackson, President  
Mrs. Phyllis Wilkins, Vice President  
Mr. Henry Dabner, Board Secretary  
Mr. Herman Horace, Board Member  
Mr. Leon Jones, Board Member  
Ms. Andrea Little-Roaf, Board Member  
Mr. Aaron Branscomb, Board Member

Dr. T. C. Wallace, Superintendent

## **School Improvement Officers**

**Ms. A. Smith**

**Ms. C. Hatley**

(Page information updated 5/26/15)

## Our Mission

In partnership with teachers, parents, and community, the Pine Bluff School District will provide quality educational opportunities that enable all students to reach their maximum potential.

*"Without continual growth and progress, such words as improvement and success have no meaning."*

*Benjamin franklin*

## District Vision

The Pine Bluff School District, Community, and parents ensure that our children are aware of their social responsibility and become productive adults who are capable of functioning with integrity and relevance in the home, workplace, and community.

## District Goals

1. All students will attain proficiency in the core content area.
2. All students will graduate from high school prepared for post-secondary education and career options.
3. Ensure all staff and student safety.
4. Improve communication throughout the district.
5. All schools, as well as the district, will meet or exceed state & federal accountability standards.

### Core Values

- Students, faculty, staff, and parents must commit to personal excellence.
- Community involvement is vital to our success
- Integrity is a building block for healthy relationships.
- Academic Success occurs best in a safe and caring environment.
- Collaboration and communication are key components of an effective partnership.
- Mutual Respect for all stakeholders is a valuable part of the school-community relationship.

A strategic planning process that began in 2011 and was finalized in 2012 serves as the foundation for Pine Bluff School District's (PBSD) Academic Distress Plan. With the support of the community and school board a Strategic Planning Task Force developed a strategic plan framework which addressed academic problems at both the district and school level. The plan consisted of ten strategic goals, objectives,

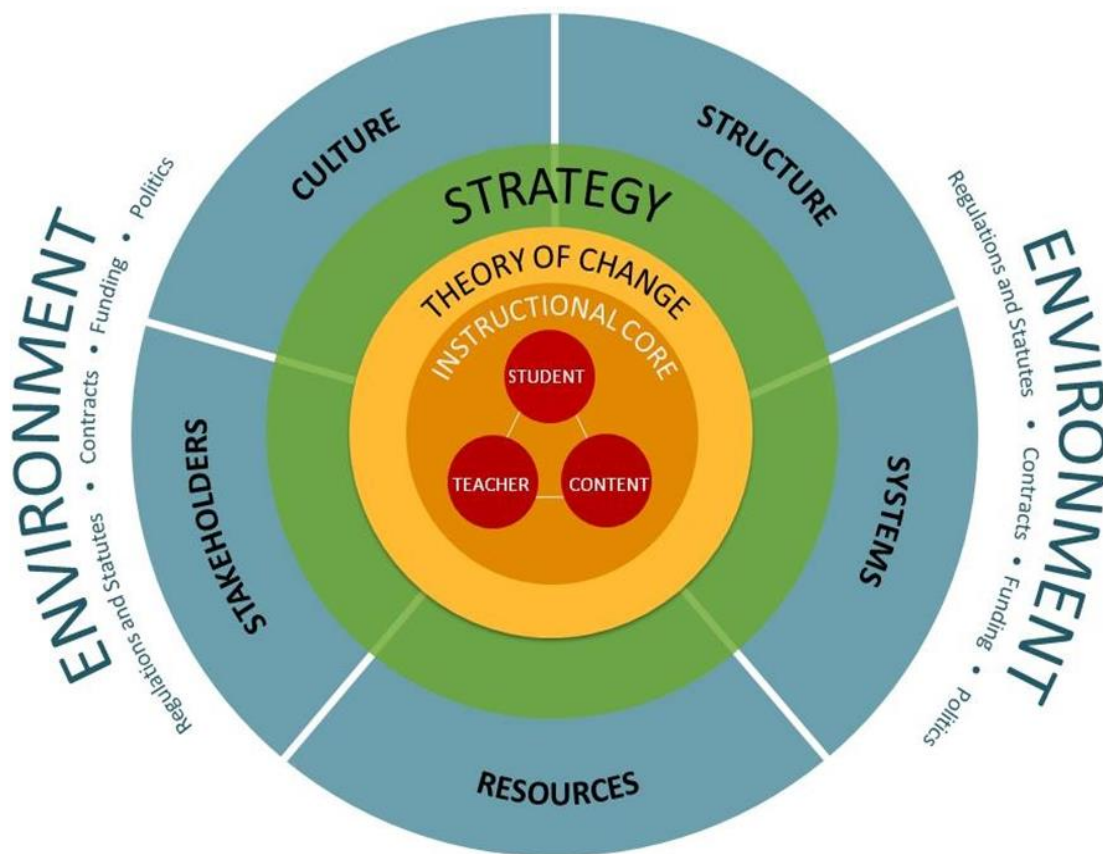
key strategies, and procedures for monitoring improvement efforts. The ten goals are; (1) Curriculum and Instruction, (2) Student achievement, (3) Parent and Community Involvement, (4) Transportation, (5) Declining Enrollment, (6) Recruitment & Retention of Faculty & Staff, (7) School Safety, (8) Facilities, (9) Technology and (10) Fiscal Stability.

The PBSD Leadership team began this process by reviewing data from the previous strategic planning process, analyzing the findings and recommendations of the external reviews conducted by University of Virginia School Turnaround Specialist Program - Darden/Curry Partnership for Leaders (PLE) in Education; Arkansas Department of Education (ADE) school level Scholastic Audit Reports, and Academic Distress ADE Evaluation Team Recommendations regarding needs and areas of concern, progress to date, and the current state of the district. The team is also completing a self-assessment using Indistar. The Indistar Web-based tool is designed to assist the district leadership team with assessing, planning, implementing, and monitoring progress toward accomplishing the district improvement indicators and identified strategic focus areas.

After a review of the above data and an in-depth look at three year academic trend data, resources and talent management at each school, it was decided that this academic distress plan should encompass the previous work of the district's staff and community members. In essence, we propose this plan because it is important that the district continues to build on the assets of PBSD's educators, parents, students, and other community members and because the current administration is dedicated to ensuring that all staff and community members know how much their work and dedication is valued. In addition the ten key strategies fit with the strategic priorities of the University of Virginia (UVA) School Turnaround Program as well as the PELP Coherence Framework.

In compliance with State Statutes (A.C.A. § 6-15-2202), PBSD has developed an action plan to assist schools identified as in "Academic Distress" as well as increase the likelihood that each group of student at all schools will make progress, and meet and /or exceed standards. Under this plan, each school identified as in "Academic Distress" will partner with the University of Virginia (UVA) School Turnaround Specialist Program. This partnership with the nation's leading turnaround program will assist the district and schools to build the internal capacity necessary to achieve and sustain meaningful increases in student achievement. District and school leaders will use the PELP Coherence Framework to help recognize the interdependence of various aspects of the school and/or district – its culture, systems and structures, resources, stakeholder relationships, and environment.

## Coherence Framework



*Source: Public Education Leadership Project, a program of the Harvard Business School and Harvard Graduate School of Education*

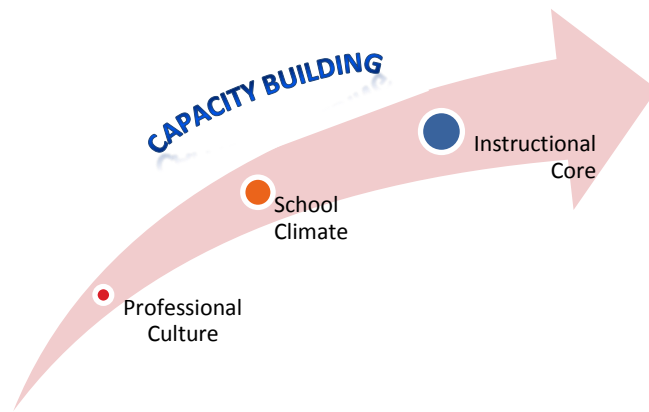
The framework assists with achieving and sustaining coherence by: (1) Connecting the instructional core with a district-wide strategy for improvement. (2) Highlighting district elements that can support or hinder effective implementation. (3) Identifying interdependencies among district elements. (4) Recognizing forces in the environment that have an impact on the implementation of selected strategies.

### **UVA Overview:**

The UVA program is a two and a half-year engagement. The program is designed to build district and campus-level capacity through the implementation of policies and practices that establish the environment and support needed to effectively turnaround schools. Four strategic priorities are addressed; Leadership, Talent Management, Differentiated Support, and Accountability and Instructional Infrastructure. Participating schools and district leadership teams engage in

research-based data analysis, strategic planning, ongoing professional development and training - delivered and supported by the University of Virginia's faculty. All activities are designed to build capacity, focusing on professional culture, school climate and developing a strong instructional core.

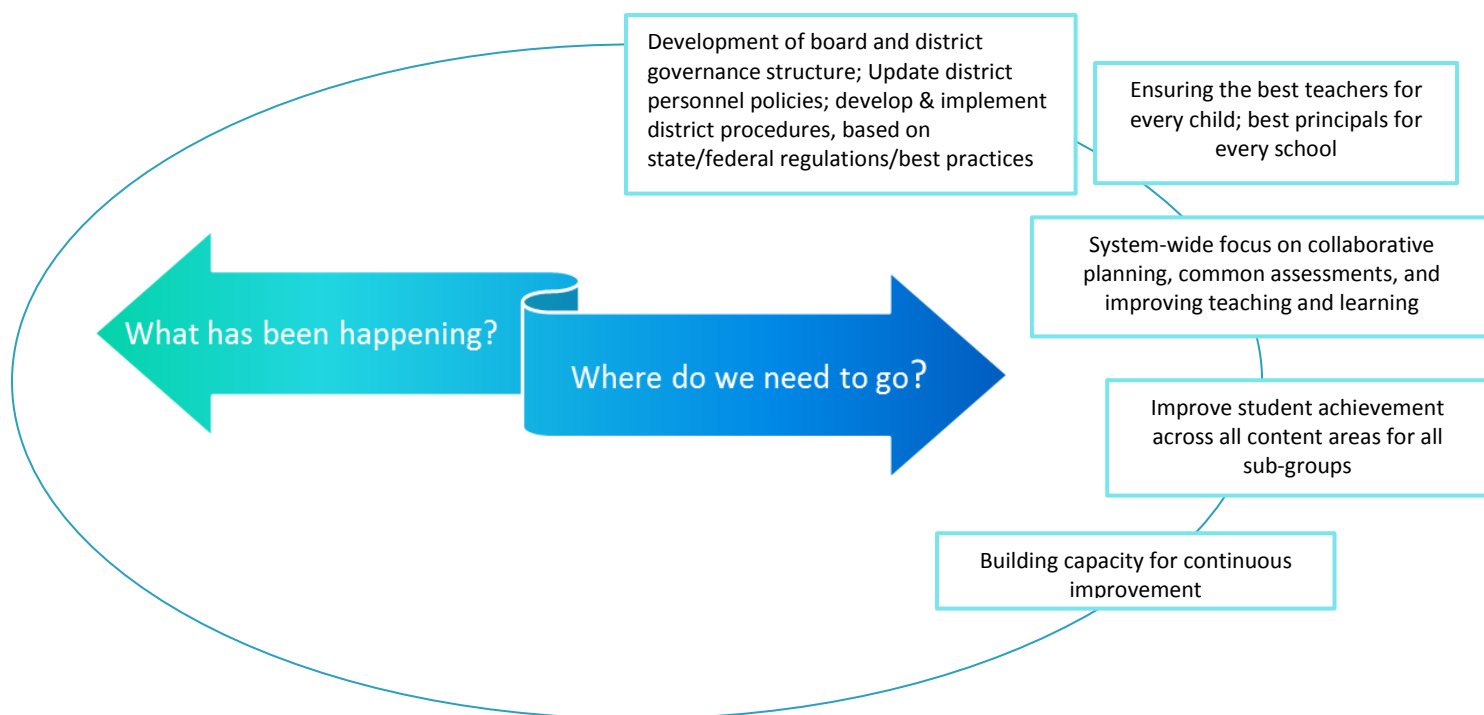
The first step of the UVA program is a district readiness assessment designed to identify high impact district and school leaders. Leaders are identified based on the Behavior Event Interview System. The PLE helps build the district's capacity to implement a rigorous competency-based selection process to identify school leaders uniquely qualified to lead effective school turnaround. PLE team members participate in the turnaround principal selection process. Afterward, a series of training sessions are provided.



1. Members of the district leadership team participate in a 3-day residential Turnaround Leadership Boot Camp during the first year. PLE teams assist the district leadership team in establishing needed conditions and a turnaround plan in anticipation of the launch of a turnaround initiative.
2. Years two and three of the program focuses on building school level capacity. Principals and members of the district leadership team participate in a six day Summer Executive Education session. The instruction is delivered by PLE faculty members and select experts. Content focuses on a theory of action for developing high-impact leaders and building the capacity necessary to initiate, support and sustain an effective school turnaround initiative.
3. A Cohort Mid-Year Retreat is held in January or February. Building Principals, District Turnaround Leadership Team, and a 3 member School Turnaround Leadership Team selected by each principal (Pine Bluff High, Belair, Oak Park) will participate in this training. This component allows the turnaround principal to fully engage a team of school leadership personnel that are critical to the turnaround. The instruction will be delivered by PLE faculty members and select experts. Content will focus on areas such as developing high performance teams, problem solving and resource allocation.
4. Ongoing support, site visits and customized follow-up with feedback will be provided by PLE representatives and/or teams.

As an additional support mechanism, school leadership teams make visits to exemplary schools with similar demographics that have participated in the UVA program and continue to make achievement progress.

The structure of the program and intense training challenge building level administrators to think about their individual schools, digging deep to understand how the school arrived at this place and what it will take to move forward. Great detail is given to analyzing root causes, and how to launch research based and data driven programs to increase student achievement. Each school define and identify common expectations centered on data, professional learning communities, school culture and professional development. In addition, the program allows the district to leverage all of its resources to provide support and accountability as needed to drive instruction.



### **Developing and Implementing the Plan:**

In order to impact student learning, any district improvement strategy needs to directly affect at least one element of the instructional core (student, teacher content). To achieve the district's goal for impacting student learning we have adopted the following strategic focus areas.

**Strategic Focus Area 1:** Student Achievement – Creating a culture of high expectation for students and adults with a relentless commitment to continuous learning that ensures personal and academic success for all students;

**Strategic Focus Area 2:** Declining Enrollment – Strengthened support and engagement of students beyond school time, improving course offerings, Career Pathways Programs and student support services;



**Strategic Focus Area 3:** Recruitment & Recruitment of Faculty & Staff – Recruitment, retention and cultivation of turnaround principals and highly qualified staff;

**Strategic Focus Area 4:** Curriculum & Instruction – Provide all students with equitable access to rigorous curriculum with aligned instructional materials and assessments in all subjects and all grade levels;

**Strategic Focus Area 5:** Expectations and Accountability – Develop systems that enable a focus on results, powerful implementation, and continuous improvement throughout the system based on data and feedback - *staff goals, supports and consequences are clearly explained;*

**Strategic Focus Area 6:** Facilities, Technology & Fiscal Stability - Maintaining a viable financial plan to include local, state and federal funds;

**Strategic Focus Area 7:** Family and Community Partnership – Provide deliberate opportunities for families and stakeholders to be involved in activities that support student success.

Capacity development and a strong instructional core are the key components of this plan. To better support schools and to bolster school level capacity, a credentialed school improvement specialist with extensive experience in school turnaround has been employed as a District Shepherd. The Shepherd serves as the district liaison for school improvement and is responsible for providing ongoing principal mentoring, consistent site-based performance monitoring, and supervising and supporting the turnaround principals throughout the program. The Shepherd also facilitates the use of data to make decisions by engaging in data conversations with principals, coaches and teachers and using multiple sources of student data to identify commonalities and deficit areas as needed to increase principal and teacher capacity. As well as guide the implementation of the school's Priority Improvement Plan (PIP).

As a part of the UVA program, the district and each school developed a 90 Day Action Plan, outlining steps to be taken within the first 90 days that will build capacity; promote professional culture, climate and the development of a strong instructional core. Quarterly progress measures are included in both the district and school 90 day plans.

To maximize the rapid improvement, support the work of the Shepherd, and strengthen the instructional core, additional teacher support will continue to be provided. During the 2014-2015 school year Evan Newton Incorporated and Elbow-to-Elbow, educational consultants approved under the Arkansas ESEA Flexibility Plan will; (1) assist teachers in developing the content and curriculum, (2) assist with Professional Learning Community (PLC) meetings, (4) provide scripted fundamental lessons to drive instruction in common core, (5) model and coach lessons, (6) assist the schools in meeting Interim Measurable Objectives (IMO's), and (7) report weekly progress to the Arkansas Department of Education (ADE) oversight team as required under Arkansas Flexibility.

Other steps taken to develop a strong instructional core are evident in the opportunities for professional growth provided by the district. All professional development is designed to enhance culture & climate and too increase math, literacy and science instruction. All professional development activities are aligned with the district's and/or schools' improvement goals. Professional development provided beyond the required 60 hours includes but is not limited to

- CGI/ECM Training, Grades K-5
- Common Core Writing and ELA Training
- Math Content Training, Grades 3-12:
- Parent Involvement Training, District Wide
- Dyslexia Training, District Wide
- Classroom Management and Intervention Training, District Wide
- Kagan Training, District Wide
- Response to Intervention

Building level support specific to each school:

1. Oak Park Elementary - Restructuring the leadership at (i.e., new principal/assistant principal), and employing of two paraprofessionals;
2. Belair Middle - Employing a reading teacher, adding System 44 for student remediation;
3. Pine Bluff High - Employing a full-time literacy coach and master level math coach, purchasing the I Can Learn Math Program and employing a math facilitator, providing support in the development of a plan to increase the number of Advanced Placement and other advanced level courses; and
4. All Schools –
  - a. Expanding teacher coaching in all curriculum areas to emphasize authentic learning by application and college and career readiness.
  - b. Enhancing capabilities to disaggregate and analyze data. System-wide focus on collaborative planning, common assessments, and improving teaching and learning.

- c. Aligning and/or adjusting policies, procedures and practices with research-based practices as needed to maximize student achievement, (e.g., attendance, behavior, discipline, instructional coaching, school planning, alternative learning services, parent involvement).
- d. Recognizing that the schools identified in “Academic Distress” may require autonomy to operate differently.
- e. Continuing to support schools with the implementation of Tier I and Tier II interventions.



In addition, the district will work with the ADE Academic Distress team to provide access to all school and district assessment data, instruction & curriculum materials, district personnel, academic records and reports as needed to assist the ADE Team in determining the formulation of the recommendations for improvement and district progress.

At the end of the 2015 academic year, the District Shepherd and school staff will make a final report on each of the objectives, stating whether or not the activities have been completed, if not completed - variables that may have affected progress, the percent that remains to be accomplished and outcomes.

The planning process for development of objectives, activities, and timelines for 2015-2016 will take place during the summer and fall of 2015. Again, staff will reflect on their individual buildings progress, review data on student achievement, school climate surveys, and any remaining activities from the previous plan. The cycle will begin again, with 90 day plans being made for the next year's objectives leading to accomplishment of goals.

## Common Expectations

| <i>Focus Areas</i> | <i>Activities, Strategies, Materials and Artifacts</i>   |
|--------------------|--|
| <b>Data</b>        | School utilization of data: PARCC; TLI; Formative Assessments; Bell ringer & exit tickets utilized; Data room created; RTI/Interventions & enrichments provided; District's Pacing Guide utilized.   |
| <b>PLCs</b>        | Weekly PLC meetings by content are: Agenda must include - a discussion of data, standards, assessments and instructional strategies; resources and support; sign-in-sheets must be maintained; minutes distributed within 24 hours of meeting. |
| <b>Culture</b>     | Activities designed to foster a positive climate; Schoolwide discipline plans developed with rewards and consequences included; Bulletin boards updated monthly; Student, classroom & schoolwide data posted.                                  |

Strategic Focus Area 1: Student Achievement – Creating a culture of high expectation for students and adults with a relentless commitment to continuous learning that ensures personal and academic success for all students.

|     | Actions   | Measure  | Target                  | Start Date<br>End Date |
|-----|---|--|-------------------------|------------------------|
| 1.1 | Set district, school, and student subgroup achievement targets. (IA07)  | 5% increase in AMOs  | N/A                     | Completed<br>2014-2015 |
| 1.2 | Ensure that key pieces of user-friendly data are available in a timely, fashion at the district, school, and classroom levels. (IA11)   | TLI and common assessment data, teacher/student attendance is available and analyzed at the district and school level weekly | Each school team weekly | 12/11/14<br>Ongoing    |
| 1.3 | Provide early and intense interventions for students not making progress. (IA13); Provide professional development in Response to Intervention (RTI) and specific intervention programs for Tier 2 and 3. | Building supervisors ensure ongoing monitoring –   | Documented monthly      | 12/2/15<br>Ongoing     |
| 1.4 | Contract with external provider for key services in schools not making the required AMO. (IA05)   | Contract with external providers for 3 years as required by ADE  | N/A                     | Completed<br>2014-2015 |
| 1.5 | Employ an empowered change agent (School Improvement Officer) to work with the schools that need rapid improvement (IB09)   | UVA Principal Behavior Event Interviews supported the need for a school improvement officer                                  | N/A                     | 07/2014<br>Ongoing     |
| 1.6 | Provide opportunities for the School Improvement Officer to motivate staff and the community, communicating clear expectations, and focusing on improved student learning (IB10)                          | Weekly school site visits; participation in community forums and school community events; board reports                      | Ongoing<br>Weekly       | 09/2014<br>Ongoing     |

Strategic Focus Area 2: Declining Enrollment – Strengthened support and engagement of students beyond school time, improving course offerings, Career Pathways Programs and student support services.

| Actions |   | Measure  | Target  | Start Date<br>End Date |
|---------|---|--|---|------------------------|
| 2.1     | Provide training for counselors to improve and increase the use of strategic scheduling.                                    | Training offered each semester; agenda, sign in sheets.  | 100% participation as monitored by Asst. Supt. Curriculum                                 | 06/2015<br>Ongoing     |
| 2.2     | Develop an electronic four-year plan to assess each high school student's progress toward graduation, semester by semester. | Beginning in grades 7 - plans developed, All students have learning & graduation plans.                | 100% of students not making progress are identified early. as monitored by Principal      | 06/2015<br>Ongoing     |
| 2.3     | Provide credit-recovery programs in all secondary and alternative schools, with a focus on courses required for graduation. | Credit Recovery Program provided for all students grade 9-12   | Students in need of credit recovery assigned to courses as needed. Monitored by Principal | 12/2014<br>Ongoing     |
| 2.4     | Develop a process for integrating CTE students in non-traditional programs of study.  | PBH Counselors have a deliberate process for providing students information on nontraditional careers. | Students are enrolled in non-traditional CTE Programs of Study                            | 07/2015<br>Ongoing     |
| 2.5     | Initiate quarterly discipline monitoring system in every school to review data and develop a plan to address issues.        | Principals and leadership teams review discipline data weekly. A plan is developed to address any      | Recurring issues are addressed immediately. Reports are provided to                       | 07/2015<br>Ongoing     |

|     |                                  |                                    |   |                    |
|-----|----------------------------------|------------------------------------|---|--------------------|
|     |                                  | recurring issues.                  | the district leadership team during meetings.     |                    |
| 2.6 | Expand Truancy Court initiative. | District truancy officer is hired. | Student attendance and truancy is reduces by 80%. | 07/2015<br>Ongoing |

Strategic Focus Area 3: Recruitment & Recruitment of Faculty & Staff – Recruitment, retention and cultivation of turnaround principals and highly qualified staff (Goal # 6)

|     | Actions  | Measure  | Target  | Start Date<br>End Date |
|-----|--|--|---|------------------------|
| 3.1 | Actively and strategically market characteristics of the district and schools that are attractive to teachers (e.g., compensation package). IA14   | Marketing plan is developed;<br>Compensation package reviewed and updated as approved by Board;<br>Collaboration efforts with community business partners. | Pamphlets, web information, flyers, and other marketing tools highlight PBSB strengths. | 10/2014<br>Ongoing     |
| 3.2 | Establish recruitment goals in terms of teacher quality and quantity for the district as a whole.  | Recruitment team developed, goals developed  | Team established and in place by 12/2014  | 10/2014<br>Ongoing     |
| 3.3 | Implement the Arkansas Department of Education Teacher Cadets Program. (ADE MOU signed and approved, flyers and information packets for students, partnership with UAPB, Revised course catalog) | Written MOUs are developed;<br>Recruitment efforts enhanced.   | District has access to a pool of teachers   | 07/2014                |
| 3.4 | Develop and sustain partnerships with universities and community colleges that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas.                     | Written MOUs are developed;<br>Recruitment efforts enhanced.   | District has access to a pool of teachers   | 07/2014<br>Ongoing     |
| 3.5 | Implement an online application system.  | System is purchased, user friendly and operable.   | N/A   | 12/2014<br>05/2015     |

**Strategic Focus Area 4:** Curriculum & Instruction – Provide all students with equitable access to rigorous curriculum with aligned instructional materials and assessments in all subjects and all grade levels.

|     | Actions   | Measure  | Target   | Start Date<br>End Date |
|-----|---|--|--|------------------------|
| 4.1 | Instructional teams develop standards-aligned units of instruction for each subject and grade level.    | Identify trends and use information to revise curriculum.  | All curriculum areas have standards-aligned units of instruction. Units are outlined in teacher lesson plans | 04/2015<br>09/2015     |
| 4.2 | Units of instruction include pre and post-test to assess student mastery of standards-based objectives. | Identify student needs based on data in math and literacy. Schedule the students based on the needs. | All curriculum area has pre & post-test aligned to standards.  | 12/2014<br>Ongoing     |
| 4.3 | Unit pre-test and post-test are reviewed by the instructional team.                                     | Systems are in place for ongoing review.   | PLC notes indicates discussion and review weekly   | 12/2014<br>Ongoing     |
| 4.4 | Instructional teams use student learning data to plan instruction                                       | Lesson plans include measures for differentiated instruction   | Units are outlined in teacher lesson plans. Instruction is based on learning data                            | 12/2014<br>Ongoing     |

|     |  |   |  |                    |
|-----|--|---|--|--------------------|
| 4.5 | Instructional teams use student learning data to identify students in need of instructional support or enhancement.              | Lesson plans include measures for differentiated instruction  | Differentiated instructional needs are outlined in teacher lesson plans. Instruction is based on learning data | 12/2014<br>Ongoing |
| 4.6 | Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. | District Curriculum Committee identify gaps in curriculum (k-12)  | Minutes, agendas and notes support a review of strengths and weaknesses – 100% participation each school       | 12/2014<br>Ongoing |
| 4.7 | All teachers interact with students (i.e., instructionally, managerially, and socially).   | Lesson plans include measures for differentiated instruction; focus walks support positive teacher student interaction. | 100% compliance with lesson plans and as indicated by data collected from focus walks.                         | 12/2014<br>Ongoing |
| 4.8 | All teachers reinforce classroom rules and procedures by positively teaching them.   | Focus walks and PLC meetings reflect a focus on positive classroom rules.   | 100% compliance as indicated by data collected from focus walks .  | 12/2014<br>Ongoing |

**Strategic Focus Area 5:** Expectations and Accountability – Develop systems that enable a focus on results, powerful implementation, and continuous improvement throughout the system based on data and feedback – *staff goals, supports and consequences are clearly explained;*

|     | Actions  | Measure   | Target  | Start Date<br>End Date |
|-----|--|---|---|------------------------|
| 5.1 | Update all board policies and post on district webpage.  | Policies are updated based ASBA best practices  | All policies are updated and approved by Board                                | 09/2015<br>12/2015     |
| 5.2 | Develop written procedures for district and school fiscal compliance   | A district financial manual is created  | Manual created, approved by Board and distributed districtwide.               | 09/2015<br>12/2015     |
| 5.3 | Clearly identify the roles and responsibilities for each district level position.  | District leadership team is provided a job description that outline roles and responsibilities                          | All staff has goals and objectives to be met with a minimum of 80% accuracy   | 09/2015<br>12/2015     |
| 5.4 | Ensure specific opportunities for core (superintendent & assistants) district leaders to attend school visits alongside the School Improvement Specialist to align observations and discuss roadmap with principals. | A calendar for school site visits is developed.   | Visits are made on a consistent cycle, results are shared in cabinet meetings | 09/2015<br>Ongoing     |
| 5.5 | Implement procedures for maintaining district records (e.g., minutes, agendas, sign-in-sheets, correspondence, monitoring documents)   | A system and location for archiving important documents is established. Key personnel are identified to maintain files. | Files are maintained  | 09/2015<br>Ongoing     |

|     |  |  |   |                    |
|-----|--|--|---|--------------------|
| 5.6 | Align the role of the School Improvement Specialist (Shepherd) with best practices as outlined by UVA. | The role of the school improvement specialist is clarified for district/school leaders; board and community. | School Improvement Specialist job description updated; principals report to school improvement specialist | 09/2015<br>Ongoing |
|-----|--|--|---|--------------------|

**Strategic Focus Area 6:** Facilities, Technology & Fiscal Stability - Maintaining a viable financial plan to include local, state and federal funds.

|     | Actions   | Measure   | Target   | Start Date<br>End Date |
|-----|---|---|--|------------------------|
| 6.1 | Complete a desk audit of the technology department and realign as needed to ensure productivity and maintenance of technology infrastructure. | Assign a technology representative at each school to assist in troubleshooting when necessary. Evaluate status of Internet filter program/server. | Technology is available districtwide, (wireless internet is not a challenge) | 09/2014<br>Ongoing     |
| 6.2 | Develop procedures for approval of <b>all</b> requisitions prior to purchases.  | A district financial manual is created  | Manual created, approved by Board and distributed districtwide.              | 06/2015<br>09/2015     |
| 6.3 | Ensure compliance with the district's fiscal distress plans as submitted to the Arkansas Department of Education Fiscal Distress Unit.        | Fiscal distress plan is followed.   | District records indicate 100% compliance                                    | 12/2015<br>Ongoing     |
| 6.4 | Provide ongoing training to school leaders as needed to ensure compliance with federal regulations and use of state categorical funds.        | Financial training provided each semester.  | Minutes, agendas, budgets support 100% attendance                            | 09/2014<br>Ongoing     |
| 6.5 | Complete a review of building facilities and create a plan for beautification and upkeep.   | District and school leaders tour buildings and make recommendations for upgrades.   | Work is budgeted and completed.  | 09/2015<br>Ongoing     |

**Strategic Area 7:** Family and Community Partnership – Provide deliberate opportunities for families and stakeholders to be involved in activities that support student success.

|     | Actions  | Measure   | Target  | Start Date<br>End Date |
|-----|--|---|---|------------------------|
| 7.1 | Develop a School Community Council consisting of the principal, parent facilitator, social worker or counselor, and parent to work on issues relative to positive family-school relationships.                       | District Parent Involvement Coordinator establish guidelines, convene meetings with agendas/minutes; Each school and district has an established and working council. | Minutes, agendas, presentation materials, sign in sheets support compliance                           | 09/2015<br>Ongoing     |
| 7.2 | Ensure that all school events (e.g. Family-School Nights) include parent-child interactive activities.   | Parent Coordinator provides school level training, schools sponsor interactive events.  | Minutes, agendas, presentation materials, sign in sheets support compliance                           | 09/2015<br>Ongoing     |
| 7.3 | Provide parents with practical guidance (e.g. website, newsletters, parent bulletin board, email, phone call, notes) to maintain daily conversations with their children about their school experience and progress. | Information is strategically provided for parent information purposes.  | Web page and supporting documents ensure 100% compliance as monitored by district parent coordinator. | 09/2015<br>Ongoing     |
| 7.4 | Provide parent education programs with specific agendas that focus on building skills relative to the curriculum of the home.  | Parent Coordinator provides school level training, schools sponsor training and interactive activities.   | Minutes, agendas, presentation materials, sign in sheets support compliance                           |                        |

### **Summary of Initiatives:**

PBSD's will support the three schools identified in "Academic Distress" in full implementation of turnaround strategies to improve student proficiency by:

- Providing support as needed to ensure ADE Academic Distress Recommendations are achieved.
- Providing targeted professional learning on process for data meetings.
- Aligning and/or adjusting policies, procedures and practices with research-based practices as needed to maximize student achievement, (e.g., attendance, behavior, discipline, instructional coaching, school planning, alternative learning services, parent involvement).
- Recognizing that the schools identified in "Academic Distress" may require autonomy to operate differently.
- Providing targeted professional development based on school need (e.g., differentiated instruction, math/literacy content training), as well as the needs of new building principals/teachers and struggling teachers.
- Alignment of pacing guides with common formative, short cycle, and summative assessments.
- Continuing to support schools with the implementation of Tier I and Tier II interventions.
- Evaluating the provision of student support services and career and technical programs.
- Continuing to support our Homeless students to include but not limited to clothing, transportation, support staff, school supplies.
- Providing additional classroom and coaching support for teachers through a contract with ADE approved external providers.
- Continuing to provide intensive professional development on the state Teacher Evaluation System (TESS) to ensure that all educators understand how the system operates and how they are being evaluated.
- Ensuring an increase in academic rigor and student engagement in learning from preschool through graduation.
- Maintaining school building cleanliness and order.

- Develop a strategic staffing initiative.
- Meeting with the local Closing the Achievement Gap Committee to ensure consistent, district-wide communication, implementation and monitoring of the Academic Distress Plan with fidelity.
- Monitoring school progress and the implementation of District Common Expectations.

**Non-Negotiables:** Non-negotiable are applied consistently across the district.

- Current student work posted and updated every 3 weeks,
- Pledge of Allegiance/Moment of silence documented,
- School pledge known and recited daily by students
- Classroom rules and daily schedule posted
- School Vision, Mission and Belief Statements posted in classroom and school
- Lesson plans by door.
- Evidence of Formative Assessment (every 15 minutes),
- Data wall in classroom and PLC meeting room,
- Evidence of principal leadership in PLC meetings (5 common agenda items addressed, email minutes to staff members)
- Location of principals during visits
- Classroom organization (i.e., arrangement fosters student collaboration & cooperative learning, room is clean and organized)
- Evidence of Word Wall (vocabulary with common core)

- Current Objective (student friendly & visible)
  - Bell Ringers are posted and reflect recent objectives
- Celebration evident (celebration wall, announcements, etc.)
  - Two grades posted weekly per subject (Hac & Tac)
  - Coaching assistance for teachers as needed
- Teachers name and instructional subject area outside of door
- Discipline plans, rewards and consequences by grade for elementary and middle schools; by building for junior high and high school.
  - Fifteen classroom walkthroughs with feedback weekly
  - Principals can articulate data & next steps for improvement
  - AMO and individual data conferences held with teachers
- Mandatory drills – fire and tornado, and crisis plans in place